DOCUMENT RESUME

ED 039 322 VT 010 262

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TITLE	Cooperative Distributive and Office Education Programs.
INSTITUTION	California Univ., Berkeley. Div. of Vocational Education.
SPONS AGENCY	California State Dept. of Education, Sacramento. Bureau of Business Education.
PUB DATE	69
NOTE	109p.
EDRS PRICE	EDRS Price MF-$0.50 HC-$5.55
DESCRIPTORS	Advisory Committees, Community Surveys, *Cooperative Education, *Distributive Education, *Office Occupations Education, Program Evaluation, *Program Guides, Program Planning, Secondary Grades, Student Interests, Student Organizations, Work Experience Programs

ABSTRACT

Prepared by the Division of Vocational Education, University of California, this publication contains information on cooperative distributive and office education programs. Sections describe: (1) cooperative vocational education, giving the characteristics and advantages of cooperative programs, (2) planning activities for cooperative vocational education programs, such as conducting student interest and community surveys and selecting the teacher coordinator, (3) coordination activities, including the advisory committee, public relations, the training program, student selection and progress, record keeping, and program evaluation, (4) the development of related instruction through task analysis, instructional objectives development, student capabilities identification, student performance assessment, and component evaluation, and (5) Federal and State laws. Selected references and a glossary of cooperative distributive and cooperative office education terms are also included. Suggested program forms and the California State Plan for Vocational Education are appended. (SB)

ED039322

COOPERATIVE DISTRIBUTIVE & OFFICE EDUCATION PROGRAMS

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PUBLISHED BY DIVISION OF VOCATIONAL EDUCATION
UNIVERSITY OF CALIFORNIA

VT010262

ED039322

FOREWORD

The Division of Vocational Education, University of California, cooperates with the vocational services of the California State Department of Education in the preparation of studies, conducting research, and in publishing reports of value in the general development of vocational education. Funds for this purpose are provided to the Division of Vocational Education by the vocational services of the California State Department of Education.

This publication, Cooperative Distributive and Office Education Programs, was requested by Mr. Rulon C. Van Wagenen, Chief of the Bureau of Business Education, California State Department of Education.

Melvin L. Barlow, Director
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SECTION I

COOPERATIVE VOCATIONAL EDUCATION

Cooperative vocational education has helped young people make the transition between school life and the world of work by blending meaningful employment experiences with related education courses. In a report to the United States Senate Subcommittee on Education, the Advisory Council on Vocational Education commented, "The part-time cooperative plan is undoubtedly the best program we have in vocational education. It consistently yields high placement records, high employment stability, and high job satisfaction."

The 90th Congress thought so highly of the record of cooperative vocational education in preparing persons for employment that it authorized Public Law 90-576 funds be used to extend this kind of training program, particularly for those students in areas with high dropout and youth unemployment rates. This support has further stimulated secondary school teachers and administrators to explore the ways in which distributive and office education can help meet the needs of their students.

DEFINITION OF COOPERATIVE EDUCATION

The central purpose of secondary school cooperative education programs is to prepare students for entry-level employment. Such programs combine classroom instruction with a series of on-the-job learning experiences consistent with student occupational objectives. The term "cooperative" describes the working relationship between school and employer in preparing students for selected vocations.

In the classroom the teacher coordinator combines related instruction with student employment experiences. Regularly scheduled part-time employment enables students to develop and refine occupational competencies (attitudes, skills, knowledges) needed to acquire a job, adjust to the employment environment, and advance in occupations of their choice. On-the-job instruction is supervised by the employer. He works closely with the teacher coordinator in planning student learning experiences which are compatible with student and employer goals.

Cooperative distributive education programs are designed to prepare students for entry-level jobs and promotion to positions of increased responsibility in distributive occupations. The programs take several forms, but, generally, students are employed at training stations on a regularly scheduled basis throughout the school year.

Cooperative office education programs are designed as a capstone experience for a curriculum in which students are preparing themselves for initial employment and advancement in office occupations. Students complete a number of prerequisite courses before being enrolled in the program.

The Cooperative Office-Distributive Education Program (CODE) is a combination cooperative office-distributive education program. Students are enrolled in either a distributive or an office education curriculum and are employed in an occupation consonant with the curriculum. Coordination activities may be conducted by either the distributive or the office education teacher. This program is designed primarily for secondary schools with small enrollments and communities that cannot support separate

cooperative distributive education and cooperative office education programs.

MODEL FOR COOPERATIVE EDUCATION PROGRAMS

The cooperative plan is an organizational model used by secondary school administrators and teachers in establishing cooperative distributive education and cooperative office education programs. Cooperative education programs contain many common elements in program development, operation, and evaluation. These elements are applied in varying degrees to cooperative distributive education and cooperative office education programs. Selecting related instructional material for each of these programs and establishing a proper sequence for such material will differ significantly because of specialized competencies needed by workers in the distributive and office occupations.

The total cooperative education program is a joint effort by the school and community, and program success depends upon their support. Advisory committees are utilized to assist in determining general program operating policies and promoting the program. The total program of instruction encompasses three components: related classroom instruction, on-the-job training, and cocurricular youth club activities. Figure 1 illustrates this total instructional program for cooperative education programs.

The content for classroom instruction is derived from an analysis of competencies needed by individuals engaged in specific occupational fields. Such instruction serves a dual purpose. It meets specific and immediate requirements of the jobs in which students are receiving training, and it meets the requirements of student occupational goals.

The Cooperative Plan

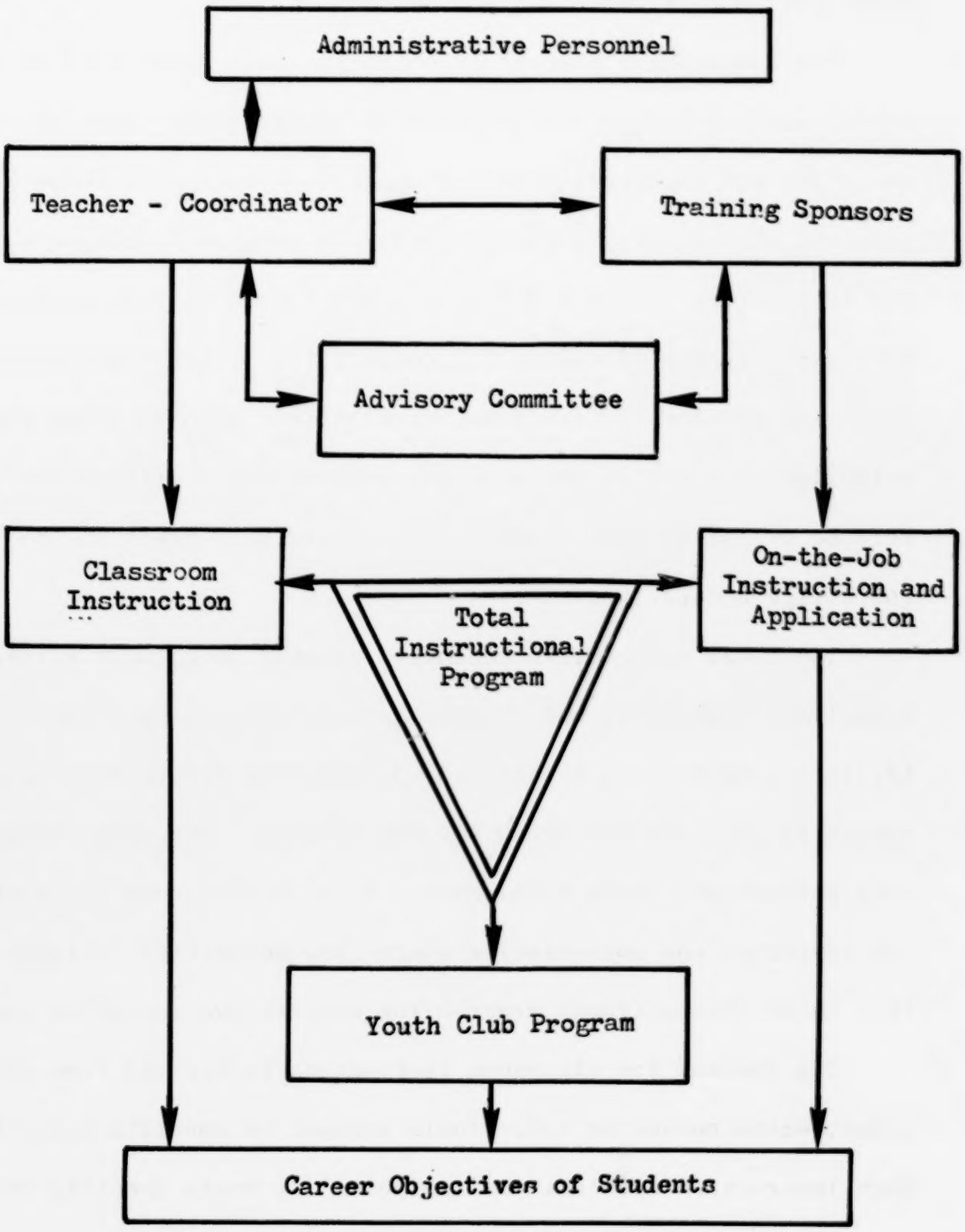

Figure 1

Part-time employment is an extension of classroom instruction. Training stations, which are the employing businesses, provide the students an opportunity to further develop and refine occupational competencies under actual working conditions. The employer, or the person he designates, serves as the training sponsor. He instructs students in the various tasks to which they are assigned, giving them an opportunity to become, through his employment experiences, efficient employees who understand the "why" as well as the "how" in performing various on-the-job functions.

Properly planned and organized youth group activities, as with employment learning experiences, supplement and enhance the instructional program. Therefore, youth organizations are an integral part of cooperative education programs. Occupationally oriented activities of youth clubs contribute to a greater understanding of occupations, and the addition of social activities makes a valuable contribution to development of student social graces and leadership skills.

CHARACTERISTICS OF COOPERATIVE EDUCATION

Cooperative education programs, when compared to other educational programs that also utilize employment experiences, have many unique characteristics. The following characteristics should be valuable to distributive and office education teachers in describing the qualities of cooperative education programs to others:

- Development of occupational competencies is the primary goal.
- Students have occupational objectives.

- Students may have received related instruction prior to enrollment in the program and receive directly related instruction correlated with employment experiences; instruction is provided by a teacher coordinator in a class limited to students enrolled in the program. (Such a class is usually referred to as a "control class.")

- Program utilizes as training stations those businesses which can provide a variety of planned learning experiences. Students are employed in jobs directly related to their occupational goals.

- Student employment experiences are coordinated by a teacher coordinator.

- Students are screened on the basis that they desire and can benefit from the directly related instruction and employment experiences.

- Students receive school credit for their related instruction and employment experiences.

- Students are paid a wage comparable to wages paid to other beginning employees.

- Cocurricular club program activities to supplement classroom instruction and employment experiences are utilized.

ADVANTAGES OF COOPERATIVE PROGRAMS

Cooperative education programs are valuable in preparing students for employment. Although the benefits of the program are extended primarily to students, several additional groups are benefitted, including the school, businessmen, and the community.

The following advantages of the program to these groups are of major importance:

Advantages to Students

- Furnishes an opportunity to develop and refine occupational competencies necessary to secure employment and advance in chosen occupations.
- Enables classroom learning experiences to become more relevant. Employment experiences serve as motivating factors by giving meaning and purpose to the theoretical and practice assignments presented as a part of the related classroom instruction.
- Provides an opportunity to broaden understanding and appreciation of the business world.
- Helps assess aptitudes and interests in order to determine future educational and occupational needs.
- Offers an opportunity to acquire specialized occupational competencies for an area in which training may not be available.

Advantages to the School

- Allows utilization of community resources to expand the curriculum and provide more individualized instruction.
- Enriches the curriculum by providing occupational experiences needed in the effective preparation for specific occupational goals.
- Gives a means of evaluating the efficiency and effectiveness of the vocational curriculum.
- Increases holding power of the school by helping students clarify career goals and providing a practical means of reaching them.
- Provides an opportunity to keep informed of constantly changing business procedures and practices.
- Acquaints the community with the types of vocational programs being offered in school.

Advantages to the Employer

- Reduces training costs by facilitating student transition from school life to the world of work.
- Provides a highly motivated part-time worker who is receptive to instruction.
- Enables participation in the occupational education programs of the school.
- Attracts better part-time job applicants who are students and encourages them to continue working for the business establishment from which they receive training.
- Establishes a source for trained full-time employees.

Advantages to the Community

- Displays local employment opportunities to students.
- Provides a means for developing good community-school relations by utilizing human and physical resources in the community.
- Contributes to economic growth by providing a ready source of trained workers and potential management personnel.

SECTION II

PLANNING ACTIVITIES FOR COOPERATIVE VOCATIONAL EDUCATION PROGRAMS

Extensive preplanning is necessary to the success of a cooperative distributive education program or cooperative office education program. The degree of student interest in the proposed program and the number of businesses in the community that can serve as training stations must be determined. This is usually accomplished through the use of questionnaires. When the need for the program has been determined, a well qualified, professionally trained teacher coordinator should be selected.

CONDUCTING STUDENT INTEREST AND COMMUNITY SURVEYS

Student interest and community surveys are extremely important to the board of education, the superintendent, and the principal in establishing a cooperative education program as a part of the secondary school curriculum. All news media should be used to inform the various publics about the purposes and results of these surveys.

Student Interest Survey

The student interest survey should be conducted at the same time as the community survey and should be completed as quickly as possible. The major purpose for conducting the student interest survey is to determine how many students are interested in enrolling in the cooperative program. The following information also may be obtained from the survey:

- Number of students presently employed part time in the distributive and/or office occupations

- Names of business firms that employ students on a part-time basis
- Occupational goals and educational plans students have for the future

One method for conducting such a survey is to distribute a student interest questionnaire during a student assembly. Businessmen, counselors, and teachers should outline the benefits of the cooperative program during such an assembly. The questionnaires may be handed out at the end of the assembly, and students should be encouraged to discuss the program with their parents. To assist such parent-student discussions, a brochure outlining program benefits and prerequisites for enrolling can be most valuable. If a student assembly program cannot be arranged, homeroom periods may be used to inform students of the proposed program, and questionnaires may be distributed at that time. A sample of a student interest form is in Appendix A.

Community Survey

The community survey is needed to determine if the area can provide a sufficient number of training stations to support a cooperative education program. Information obtained through this survey will include:

- Names of business firms employing students in distributive and/or office occupations
- Names of businessmen expressing a desire to participate in the program
- Employment requirements for entry-level jobs in the distributive and/or office occupations
- Labor market demand for trained employees in the distributive and/or office occupations

While the questionnaire is being designed and field tested, a card file of business firms to be contacted should be prepared. A 3" x 5" card can be used to record information about each business: the firm's name, address, type of business, telephone number, and name of the owner or manager. This information will be extremely valuable at a later date to the teacher coordinator in securing training stations.

Civic clubs, chambers of commerce, governmental agencies such as the Department of Employment, and advisory committees can assist in conducting community surveys by:

- Providing mailing lists and other employment data
- Acquainting their members with the need, content, and uses of the survey and encouraging them to help with the survey
- Making their members aware of the benefits of the program to the students and the community
- Assisting in conducting the survey

Using the personal interview technique to conduct community surveys affords fewer opportunities for misinterpretation of questions, thus making responses more reliable. Interviewers should be chosen with care and should be thoroughly informed of the purposes for conducting the survey. They should be given formal instruction in interviewing techniques and closely supervised.

Although personal interviews produce the best results, they are very time-consuming. Therefore, the most common method used to conduct a community survey is to mail a questionnaire to selected business firms. This is particularly effective in large communities. Forms 2 and 3 in Appendix A offer sample community surveys to serve as a guide in developing a form for local use.

It is suggested that a cover letter from the superintendent of the school district or the principal of the school be sent with the questionnaire, and it is suggested that the need for the survey be outlined in the letter and that businessmen be encouraged to participate in the study. (See Appendix A, Form 4, for a sample cover letter.) To encourage a quick response by businessmen, the school should enclose a stamped, self-addressed return envelope. A brochure on the proposed cooperative education program should also be enclosed with the survey instrument outlining the program's goals and how businessmen can participate.

When the completed questionnaires are returned, a detailed plan for recording the data should be followed. Questionnaires should be checked for their completeness and the data tabulated. A blank questionnaire can serve as a form for tabulating the data received.

A follow-up letter should be prepared and sent to business firms that do not reply within 10 days. A reminder by telephone can also be used to encourage prompt responses.

The last step in completing the community survey is to prepare a report of the findings, conclusions, and recommendations from data gathered. It is important that the report be written in a clear, logical, and readable style, with consideration given to the following:

- Unity, coherence, and emphasis
- Interest appeal and written with the reader in mind
- An acceptable order or form for presentation of the various parts of the report
- Careful study and revision before the final copy is prepared

SELECTING THE TEACHER COORDINATOR

The selection of a teacher coordinator is of great importance because he is responsible for the related instruction the students receive and for the operating procedures of the program. He determines, to a large extent, the success of the cooperative distributive education or cooperative office education program.

In addition to fulfilling certain credential requirements, the teacher coordinator possesses a high degree of professional and technical preparation, including occupational experience in his field of teaching. He should also possess certain personal qualities that will enable him to earn the respect of the people with whom he works. These qualities include self-confidence, pleasing personality and appearance, plus an interest in school, business, and community activities.

Specific personnel qualifications for distributive education and office education teacher coordinators may be found in the California State Plan for Vocational Education.

It is recommended that teacher coordinators be employed at least one month longer than the regular school year. This additional time is needed to perform necessary coordination activities, especially those required before the opening of school such as securing training stations, conducting program public relations activities, and preparing instructional materials.

SECTION III

COORDINATION ACTIVITIES

Success of cooperative distributive education and cooperative office education programs can be directly attributed to the ability of the teacher coordinator to plan and conduct a wide range of coordination activities associated with program operation. These activities are demanding and time consuming. Empirical evidence indicates that the teacher coordinator needs approximately one hour of coordination time per week for each student enrolled to accomplish all of the activities described in this section.

UTILIZING THE ADVISORY COMMITTEE

A carefully selected representative advisory committee can be extremely helpful in advising and counseling the teacher coordinator in the operation of the program. This committee of six to ten persons, serving only in an advisory capacity, can make a valuable contribution in formulating policies and making decisions on general problems that may arise. It can also contribute to the success of the program by:

- Assisting in promotion of the program
- Helping locate training stations
- Making suggestions concerning content of related instruction
- Helping obtain classroom equipment and instructional materials
- Providing resource speakers
- Assisting with club program activities
- Participating in the evaluation of the program
- Providing information concerning employment standards and opportunities for graduates

Appointing the Committee

The committee should include representatives from business, labor, civic groups, and the school. Each member should be given a definite term of appointment, and, if a member has been a valuable contributor, he should be considered for reappointment.

At least three criteria should be kept in mind when selecting individuals to serve on the committee:

- Persons should have business experience and have the respect and confidence of their associates.
- Persons should have the time and flexibility in their work schedule to permit active participation on the committee.
- Persons should have a strong sense of civic responsibility toward the school and community.

The teacher coordinator and principal should prepare a list of qualified persons to serve on the committee and present it to the superintendent and governing board of the school district for their review. The superintendent should extend an invitation in writing to the selected candidates. (See Appendix A, Form 5, for a letter of appointment.)

Teacher Coordinator Responsibilities

The teacher coordinator serves on the advisory committee in an ex officio capacity, usually as secretary.

There is no general policy regarding the number of meetings to be held each year. Meetings may be set for regularly stated intervals or they may be held only when necessary. Many teacher coordinators of established programs hold three or four meetings a year as the occasion demands and seek advice from individual members informally during the

school year. It is recommended that an advisory committee of a new program meet on a regular monthly basis.

The teacher coordinator should prepare an agenda and send it to committee members prior to each meeting, allowing the members adequate time to prepare for action on agenda items.

Minutes of the meeting should be sent to the principal and committee members. These minutes provide a permanent record of committee activities and actions taken by the teacher coordinator.

Guide for Planning an Advisory Committee Meeting

The teacher coordinator should find this guide helpful in planning a meeting, thus avoiding possible misunderstandings that may develop because details such as the following have been overlooked:

- Plan the agenda in cooperation with committee members.
- Prepare materials to be presented.
- Reserve a meeting room.
- Notify members of meeting date.
- Mail agenda to committee members.
- Invite school administrators, teachers, consultants and other special guests to attend when appropriate.
- Check the room reservation a few days before scheduled date of meeting.
- Check physical facilities of the meeting room.

- Check special equipment needed for the meeting.
- Call members to remind them of the meeting.
- Mail minutes of previous meetings to committee members and school administrators.
- Prepare a progress report to present to the committee.
- Prepare a report of action taken as a result of the last advisory committee.

DEVELOPING PUBLIC RELATIONS

Public relations play an important role in efforts to gain and maintain support of school personnel, community groups, and students for cooperative distributive education and cooperative office education programs.

A sound public relations program should continuously attempt to keep school and community groups informed about the:

- Educational goals of the program
- Benefits to students, businessmen, the school, and the community
- Concept of cooperative education and its unique characteristics
- Accomplishments and major events of the program

Community Relations

When the teacher coordinator is hired, the superintendent of schools or school principal should send a letter of introduction to persons who have expressed interest in the program and provide news media with publicity about the teacher coordinator and the program. A sample letter of introduction may be found in Appendix A, Form 6.

The teacher coordinator has the major responsibility for developing and conducting a campaign to promote the program. Such a campaign should include the use of newspapers, radio, and TV; talks to school personnel, civic and business groups, and students; the distribution of brochures describing program operation and objectives; and personal interviews with businessmen who indicate an interest in the program.

After the program has been established, the maintenance of good public relations is also important. The teacher coordinator must constantly keep the public aware of objectives and progress of the program. Student activities and accomplishments provide excellent material for news releases. The student, while serving the public at his training station, can also assist in creating a favorable image of the program through his attitude and actions.

School Relations

Cooperation and support from administrative and instructional staffs are essential to continuing success of the program. Therefore, the teacher coordinator should prepare periodic and annual reports to keep these individuals informed of the progress and activities of the program. Special efforts should also be made to keep the counseling staff informed regarding accomplishments of students enrolled in the program.

Guide for Promoting the Cooperative Education Program

The following activities should be helpful in assisting the teacher coordinator in his efforts to gain support for the program:

- Use student speakers to explain the program to the student body and to business, labor, civic, and parent groups.
- Prepare posters and displays for use in school and coordinate promotional activities with other school events such as career days, National Education Week, Back to School Night, and Public Schools Week.
- Plan and schedule an assembly for the entire student body to explain educational goals of the program and requirements for enrollment.
- Develop and use audiovisual materials to explain program benefits to student, faculty, and community groups.
- Plan and sponsor employer-employee banquets.
- Prepare news articles for local and school papers.
- Assist employers in securing temporary and seasonal part-time help.
- Join community civic groups and serve on their education committees.
- Cooperate with the State Department of Employment and community groups interested in youth.
- Prepare and distribute promotional brochures.

ORGANIZING TRAINING STATIONS

The nature and extent of learning experiences provided at training stations represent a key factor in the success of cooperative distributive education and cooperative office education programs.

Training stations should be selected for their educational value to students and must provide them with a variety of learning experiences that can contribute significantly to development of their occupational competencies.

Locating Training Stations

The teacher coordinator is primarily responsible for locating training stations. School administrators can assist him with this responsibility by introducing him to business leaders who are in a position to make their establishments available as training stations. The community survey conducted earlier regarding program feasibility can also provide the teacher coordinator with names of businesses indicating interest and willingness to participate in the program. Other assistance can be provided by advisory committees, chambers of commerce, civic organizations and service clubs, California State Department of Employment, and labor union representatives.

The search for training stations should continue throughout the school year. Some students may change their career objectives, or initial assignments to training stations may be unsatisfactory, thus calling for shifting some students to more appropriate training stations. Enrollment of new students at midyear should ordinarily be discouraged.

Selecting Training Stations

After the teacher coordinator has prepared a list of prospective training stations, he should evaluate each one and select those businesses that offer the greatest training potential. Some teacher coordinators have found it valuable to incorporate evaluative criteria into a rating chart that can be checked for each prospective training station. This procedure is not absolutely necessary, but it is helpful in making an objective measurement of businesses that might become training stations.

Guide for Selecting Training Stations

When selecting a training station, the teacher coordinator should be certain that the employer:

- Has a clear understanding of program objectives and a willingness to participate in the program
- Will assign an employee as training sponsor in the event he is unable to provide immediate student supervision and instruction
- Will pay the student wages comparable to those paid other part-time workers doing similar work
- Will participate with the teacher coordinator, the student, and parents in preparing a written training agreement and plan of training
- Will provide a sufficient number of hours of regularly scheduled employment to accomplish the goals of the program and the objectives of the student.
- Is recognized for his wholesome relationship with the community
- Will observe laws regarding employment of minors

Evaluating and Improving Training Stations

Cooperative education program training stations should be frequently and carefully evaluated to determine their effectiveness in assisting students to achieve their occupational goals. Students are in the best position to know whether training stations have been helpful in preparing them for employment. Their comments should be reviewed by the teacher coordinator to determine what might be done to further improve the training stations.

Employers and training sponsors should be consulted for their opinions on the effectiveness of training station and classroom instruction. Such evaluations can assist the teacher coordinator in relating classroom instruction to student and employer needs.

The teacher coordinator should continuously strive to improve the quality of training stations by:

- Involving school administrators, counselors, and community business leaders in maintaining training station standards
- Seeing that a written training agreement and training plan for each student are carefully developed
- Arranging for a designated individual to supervise each student at his training station
- Making sure that the training station follows the training plan and provides the student with a variety of learning experiences consistent with his occupational goal.
- Making a year-round effort to locate and select the very best training stations that are available

Providing Student Supervision

The major responsibility for providing student supervision and instruction at the training station rests with the employer. An employer

whose time is limited should delegate this responsibility to an employee, who is referred to as the training sponsor.

The training sponsor is involved with the student's on-the-job training by:

- Assisting in the preparation of a plan of training
- Rotating the student to another task when he has demonstrated proficiency in his present one
- Providing appropriate instruction as needed and participating in the periodic evaluation of student progress

The training sponsor should be observant of student needs, recognizing both strengths and weaknesses. Some students may lack self-confidence or be hesitant in the performance of certain manual skills; on the other hand, they may be accurate, conscientious, quick to accept and perform satisfactorily on many beginning routine tasks. The training sponsor should help the student cope with his difficulties and recognize, with appropriate commendations, those tasks which he can perform satisfactorily.

In many communities the teacher coordinator conducts meetings with the training sponsors to assist them with performance of their duties. If a handbook on the responsibilities of training sponsors is available, copies should be placed in the hands of the employer and training sponsor.

Conducting Coordination Calls

Training station coordination calls should be made for a specific purpose and in a professional manner. Calls to training stations are commonly made to:

- Become familiar with tasks being performed by the student
- Discuss training assignments with the training sponsor

- Evaluate student performance through observation and discussion with the training sponsor
- Secure training sponsor's written evaluations of student performance
- Handle grievances between training sponsor and student
- Insure that the student is not exploited

Other purposes for making coordination calls include:

- Securing instructional materials and equipment
- Developing new training stations
- Conducting public relations activities

Many factors determine the frequency of coordination calls to training stations. These factors include:

- Maturity of the program
- Nature and difficulty of the tasks performed by the student
- Amount and quality of instruction and supervision provided by the training sponsor
- Geographical location of the training station
- Personality, maturity and occupational competency of the student

The teacher coordinator should call on each training sponsor a minimum of once every three weeks. The crucial period of adjustment for the student is his first several weeks at the training station. A monthly report of coordination calls should be prepared by the teacher coordinator and given to the principal of the school. This report should be as brief as possible, yet provide such information as names of businesses and persons contacted, objectives of the call, and summary of accomplishments.

The teacher coordinator can expect to encounter certain problems when working with training stations. Some of the most common problems are caused when the:

- Employer or training sponsor is too busy to see the teacher coordinator or is out of the business establishment.
- Local business activity is slow and few part-time workers are needed.
- Student is not interested in his job or his work in school, or the job is of poor quality.
- Employer fails to provide the student employment experiences outlined in the training plan.
- Employer hesitates to become involved with written training agreements, plans of training, and follow-up reports.
- Employer feels that the school has not contributed much to the progress of the student.

Guide for Conducting Training Station Coordination Calls

The following guide should help the teacher coordinator in planning and conducting calls:

- Make calls at a time convenient for the training sponsor.
- Group coordination calls by geographic areas to save travel time.
- Make clear to the training sponsor the purpose of the call.
- Schedule the interview in advance.
- Keep the interview on a businesslike, professional basis.
- Summarize and maintain records of each call.
- Determine the frequency of visits by the needs of each student.

- Avoid interfering with the student's performance of his tasks.
- Treat all information and records as confidential.
- Strive for good public relations with the business.

DEVELOPING THE TRAINING AGREEMENT AND TRAINING PLAN

When an employer has agreed to participate in the cooperative education program, a training agreement should be developed by the teacher coordinator and employer outlining the responsibilities of those persons involved in the operation of the program. A training plan should also be prepared indicating the competencies to be developed by the student and where the student will receive instruction for their development. Copies of these documents should be made available to the student, parents, training sponsor, and teacher coordinator.

Training Agreement

The training agreement is needed to prevent any misunderstandings about program policies and procedures and to clarify the specific responsibilities of the student, training sponsor, parents, teacher coordinator, and school in the operation of the program. Prior to requesting each party to sign the training agreement, the teacher coordinator should carefully explain the purposes of the agreement. He should also indicate that it is not a legally binding document. Form 7, Appendix A, is a sample training agreement.

Guide for Developing the Training Agreement

The teacher coordinator should include the following items in preparing a training agreement:

- Name, date of birth, age, address, and telephone number of the student
- Name and telephone number of the school operating the program
- Name, address and telephone number of the training station
- Name and position of the training sponsor
- Beginning and ending dates of the training period
- Average number of hours per week the student will be employed
- Rate of pay the student is to receive
- Responsibilities of the student, parents, training sponsor, school, and teacher coordinator
- Signature of the student, parent, training sponsor, and teacher coordinator
- Effective date of the agreement

Training Plan

The preparation of a training plan for each student is a valuable guide to the teacher coordinator in determining what types of instruction the student will receive at the training station and in the classroom. This plan should be jointly developed by the student, training sponsor, and teacher coordinator. It should provide a summary of the competencies to be developed by the student for success in his chosen occupational field.

It should also indicate whether these competencies are to be developed at the training station, in the classroom, or both.

The plan should be completed before the student actually begins work. If this is not possible, it should be completed within a few weeks after the student is placed at the training station.

Techniques used in developing a training plan should be adapted to meet specific situations. Some employers, training sponsors, or advisory committee members may spend considerable time in assisting the teacher coordinator in analyzing an occupation and preparing the plan. In other situations, the teacher coordinator may have to do most of the work without assistance. Once a training plan is prepared, only minor adjustments are usually needed in adapting it for use with other students.

Forms 8 and 9 in Appendix A are samples of training plans that can be adapted by the teacher coordinator to meet local program needs.

Guide for Developing the Plan of Training

In preparing a training plan, the teacher coordinator should:

- Explain the purpose of the training plan to the training sponsor and student.
- Make an analysis of the student's chosen occupation to determine the competencies needed for successful employment and advancement.
- Determine whether the competencies can best be developed through classroom instruction, training station instruction, or coordinated classroom and training station instruction.
- Determine a logical sequence in which the competencies should be developed.
- Prepare the training plan.

SELECTING, SCHEDULING, AND PLACING STUDENTS

Careful selection of students and their proper placement at training stations is critical to the success of cooperative distributive education and cooperative office education programs.

Student Selection

The teacher coordinator working closely with counseling, instructional, and administrative staffs, has the ultimate responsibility for acceptance of students into the program. He should utilize numerous activities and procedures in selecting students for the program, including:

- Making a general announcement and providing brochures concerning the program to all eligible students several months in advance of registration
- Having all interested students complete application forms for enrollment and scheduling them for personal interviews
- Utilizing data such as ability, aptitude, and interest test scores and other confidential information from counselors and teachers
- Having students take tests to determine interests and abilities when appropriate

Several factors should be considered in student selection. They include career objectives, health, maturity, personality, school attendance, and scholastic record. Individual conferences should be held with the students. Their school records should be examined and previous teachers and counselors should be consulted. Special attention should be given to the achievement in course work related to students' career goals. Information collected should remain confidential. Form 10 in Appendix A is a sample of a student application form for enrollment in the cooperative education program.

Guide for Selecting Students

The teacher coordinator must examine several selection criteria before deciding to admit students to the program. Students must:

- Be at least 16 years of age
- Have an interest in the occupation for which the program is designed
- Have parental consent
- Have successfully completed a sufficient number of courses to enable them to profit from the instruction they will receive at their training stations
- Have satisfactory scholastic and attendance records
- Receive a greater contribution to their vocational futures through enrollment in the program than through enrollment in other courses in the curriculum
- Have enough time available for part-time employment in addition to meeting their other school requirements for graduation

Class Schedules

To ensure that prospective cooperative education students are fully enrolled in a program of studies when school begins in the fall, each student, with assistance from his counselor and the teacher coordinator, should prepare a cooperative education schedule and an alternate schedule.

The cooperative education schedule should include classes needed for graduation, the related instruction class and, if needed, released time from school for on-the-job training. This schedule can be used by students if they are placed at training stations before the opening of school.

An alternate schedule should also be prepared by substituting other academic and vocational classes for the cooperative education program and should be used in the event that a student is not placed at a training station by the first day of classes in the fall. As training stations are secured, students can be switched to the cooperative education schedule with little difficulty. Students not placed within three weeks after school starts should continue with the alternate schedule.

Student Placement

If possible, the teacher coordinator should place students at training stations before the opening of school in the fall. He should carefully review cooperative education program application forms to ascertain students' interests, abilities, and previously learned competencies and determine if they are commensurate with the occupational requirements of a particular training station. The compatibility of student and training sponsor personalities must also be considered in placing students.

Once the most qualified students have been identified for a particular training station, the teacher coordinator should contact the employer to schedule employment interviews. The teacher coordinator should refer two or three students to the potential employer. This arrangement provides for a realistic, competitive employment situation for the students and leaves the final selection of students with the employer. If a student is employed prior to his enrollment in the program, it is the responsibility of the teacher coordinator to discuss the program with the employer and determine if the business would make a suitable training station.

During either a preschool orientation period or the first few weeks of school all students should be trained in interview techniques. Instruction on this subject may be given to the class as a whole or to each student individually. This type of training includes information such as when and where to report for the interview, what to say during the interview, and how to develop a written statement of qualifications for the position. Students also need suggestions on how to answer the kinds of questions that employers ask, how to fill out written application forms, and what to do following the interview. Discussion should be given to the type of clothing students should wear when being interviewed for a job.

DETERMINING STUDENT PROGRESS

Determination of the students' progress at the training station should be made on a systematic basis in cooperation with training sponsors. The two major purposes for conducting these evaluations are to assist teacher coordinators to identify aspects of student performance that need correction or improvement and to determine needed adjustments in classroom and training station instruction that will improve student progress.

Techniques that should be used by the teacher coordinator to secure information about student progress include the use of rating scales, discussions with the training sponsor, personal observations, and individual conferences with the student.

The rating scale is the most common technique used to measure student performance at the training station. It is prepared by the teacher coordinator and provided to the training sponsor for evaluating the student's

occupational competencies. Ratings should be made at six-week intervals or at least twice a semester.

The teacher coordinator should assist the training sponsor with completing the initial student performance report by discussing the purposes of the evaluation, explaining how each rating scale item contributes to the proper evaluation of the student, and indicating that the student performance should be compared with that of other beginning workers performing similar tasks.

Training sponsors in evaluating student progress at the training station should consider all aspects of occupational competency. Some specific considerations include:

- Personal appearance
- Attendance and punctuality
- Cooperation and dependability
- Volume of work produced
- Quality of work produced
- Knowledge of required skills and related information
- Observance of rules and regulations
- Ability to maintain good employer and co-worker relations
- Attitude toward training assignments
- Ability to follow instructions

Samples of student progress reports are shown in Appendix A, Forms 11 and 12.

Teacher coordinators should schedule individual conferences with students to discuss training sponsors ratings and comments. Other comments

obtained by teacher coordinators through discussions with employers and training sponsors, personal observations of students at the training stations, etc., should also be discussed. These conferences provide an opportunity for the student and teacher coordinator to cooperatively plan instructional activities to assist the student to improve his training station performance and to discuss the student's future educational and occupational goals.

Awarding School Credit

Students enrolled in cooperative distributive education and cooperative office education programs should receive school credit toward graduation for both the classroom and on-the-job components of the program. Student training station performance evaluations should serve as a basis for the awarding of credit. The maximum number of credits allowed for this component of the cooperative education program is designated by regulations in the California Administrative Code.

ORGANIZING THE CLUB PROGRAM

The teacher coordinator should organize and sponsor a youth club program and other cocurricular activities to complete the total instructional program for cooperative distributive education and cooperative office education programs. These activities, when placed in their proper perspective and carefully planned, can provide students with opportunities to demonstrate and refine competencies required in their chosen occupational fields.

The club program, like on-the-job training, is ancillary to classroom instruction and should not dominate the teacher coordinator's efforts to provide a well-balanced instructional program to achieve the goals of the cooperative education program and the career objectives of students.

As club advisor, the teacher coordinator should promote membership among students enrolled in the cooperative education program and encourage active participation in the club's local, state, and national activities.

The time and place for club meetings should accommodate student class and employment schedules and conform with school policy for all club meetings. Some schools schedule a portion of the school day for cocurricular activities. Other schools schedule these activities after school hours. This practice may deny some students the opportunity to participate because of their employment obligations. When school policy permits, the teacher coordinator should consider using a portion of related instruction time to make it possible for all the students to participate in club meetings and activities.

Classroom time devoted to club activities is justifiable when they serve their intended purposes of helping students develop occupational competencies, civic consciousness, social intelligence, and leadership skills. However, the teacher coordinator must not permit these activities to become overemphasized.

Guide for Developing the Club Program

The teacher coordinator can ensure the success of a youth club program by:

- Establishing club activities as an integral part of the total instructional program.
- Preparing a written statement of club objectives and discussing these objectives with students enrolled in the program.
- Encouraging all students enrolled in the program to become members and encouraging them to participate in club activities.
- Creating an environment that permits students to plan and conduct a well balanced program of group and individual activities that complement related instruction.
- Providing guidance in helping members select, plan, and conduct club activities.
- Evaluating club activities to determine their value as worthwhile learning experiences for students.

CONDUCTING STUDENT CONFERENCES

The teacher coordinator should schedule part of his time for conducting conferences with individual students whenever they encounter problems at their training stations or in the related classroom instruction. These conferences give the teacher coordinator and student an opportunity to discuss problems and work out possible solutions. These conferences can also be used by students and teacher coordinators in planning or evaluating individualized learning activities such as job study guides, reading assignments, and club program projects that supplement related classroom instruction and training station experiences.

The teacher coordinator should prepare summaries of the purposes and results of the student conferences. These summaries are particularly valuable to teacher coordinators in reviewing their guidance activities conducted during the school year. A sample of a student conference report can be found in Appendix A, Form 13. These reports should be placed in the students' folders.

PREPARING AND MAINTAINING RECORDS

Teacher coordinators are responsible for preparing and maintaining reports and records required by the State Department of Education to show conformance with the rules and regulations stated in the California State Plan for Vocational Education and the California Administrative Code.

Annual reports to the State Department of Education are used by state staff in determining the effectiveness of cooperative education programs in meeting the state's labor market requirements; assessing the progress of local school districts in accomplishing their annual and long-range (5 year) plans for vocational education, with special emphasis on cooperative distributive education and cooperative office education programs; and providing the State Board of Education, the California Advisory Council on Vocational Education, and the legislature with data by which these groups may plan and evaluate rules and regulations affecting programs. Annual reports to the State Department of Education include:

- Annual Descriptive Report. This report describes program objectives, problems encountered in operation of the program, and recommendations for expansion and improvement of the program.

- Student Enrollment Report. This report is a summary of student enrollment by occupational codes and titles, sex, and grade level.
- Follow-up Report. This report gives information on the number of students who have completed the program and their present work force status.

Local reports can be used to inform the school administration of the program's accomplishments, to prepare and disseminate publicity on the program, to evaluate the program's progress, and to provide data for vocational guidance purposes.

The California Administrative Code requires that school districts maintain certain records for students enrolled in cooperative education programs. The teacher coordinator should prepare a file folder for each student to keep those reports required by the Code and any other reports used in conducting various program coordination activities.

Each student should prepare a weekly report that summarizes the number of hours worked and the tasks performed. This information should be recorded on a student weekly report form and placed in the student's file folder. The back side of this report can be used by the student to request assistance in overcoming any training station problems that he may have encountered during the week. A copy of this report may be found in Appendix A, Form 14.

The reports that should be contained in the student's file folder are identified in Appendix A, Page 58.

EVALUATING THE PROGRAM

Evaluation is the prerequisite to the improvement of cooperative distributive education and cooperative office education programs. The evaluation process involves clarifying program goals to describe specific outcomes, developing and using a variety of techniques for securing data, selecting

appropriate ways of summarizing and interpreting data, and utilizing information gained to improve the program. Only through continuous, systematic evaluation can the effectiveness of programs be determined and sound changes be made.

Scope and Involvement

A comprehensive program of evaluation to determine the effectiveness of a cooperative education program should include the comparison of student employment performances with program goals, including the performances of currently enrolled students and those who have graduated; the checking of the cooperative education program's instructional components (related classroom instruction, on-the-job training, and club program activities) to determine their effectiveness in assisting students to attain their occupational goals; and the assessment of the teacher coordinator's ability to conduct coordination activities that ensure program success. An evaluation program should also include the procedures by which it is possible to translate school philosophy and program goals into evaluation data and these data into decisions about needed changes. Such a definition of a comprehensive program might be expressed as in the model presented below.

Model for Program Evaluation

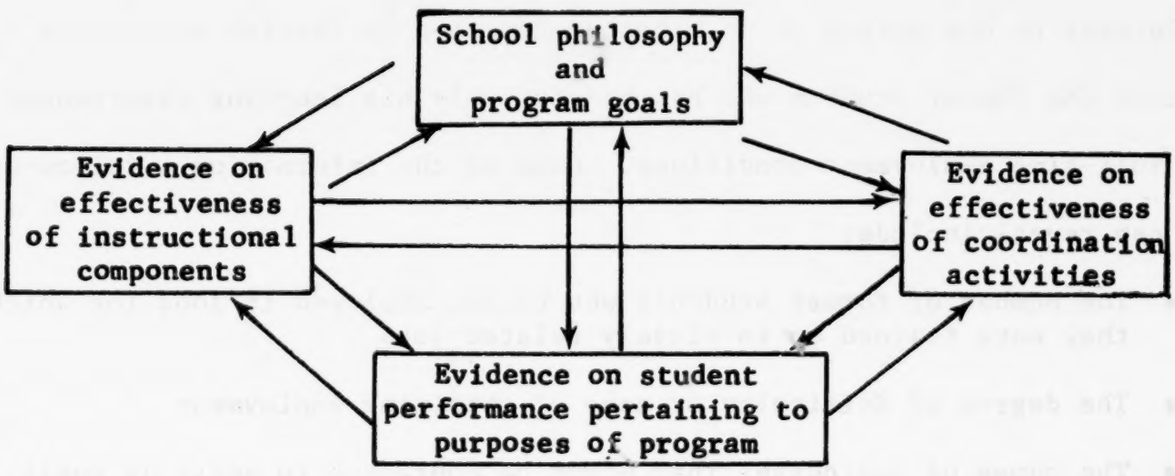
School philosophy and program goals
Evidence on effectiveness of instructional components
Evidence on effectiveness of coordination activities
Evidence on student performance pertaining to purposes of program

Figure 2

School administrative staff members and the cooperative education program's advisory committee should be involved in program evaluation because of their involvement in program operations. When possible, the teacher coordinator should invite staff members of the State Department of Education to assist in making periodic evaluations of the program.

Methods of Measurement

The methods of measurement selected by the teacher coordinator must provide the type of data needed to assess the attainment of all the stated program goals. Most teacher coordinators will use several techniques. The most commonly used techniques are self-appraisal scales and follow-up studies.

The purpose of the self-appraisal scale is to enable teacher coordinators assess their programs in light of optimum conditions and practices with a view toward striving to achieve or approximate the optimum cooperative education program. Teacher coordinators are encouraged to develop their own rating scales to meet local district needs. A sample checklist of evaluative criteria is provided in Appendix A , Form 15.

Perhaps no one person is in a better position to furnish evaluative data than the former student who has had to apply his learning experiences under full-time employment conditions. Some of the information a follow-up study can reveal include:

- The number of former students who became employed in jobs for which they were trained or in closely related jobs
- The degree of difficulty or ease of obtaining employment
- The names of businesses that might be contacted to serve as possible training stations

- Job titles and job descriptions as perceived by employees
- Working conditions encountered
- Competencies developed in school that have been used on the job
- Competencies required on the job for which instruction had not been given in school
- Other specific training and education shown to be needed by future employees

The teacher coordinator should prepare students for follow-up surveys in which they will be asked to participate after they leave school. Students should be made aware of the purposes of follow-up studies and the service they can provide by keeping the school informed of their current addresses by quickly answering and returning questionnaires. Students should become accustomed to providing certain kinds of personal information to help ensure a higher percentage of return on follow-up questionnaires. Teacher coordinators should let students presently enrolled in the program review questionnaires similar to those they might receive after graduating.

Follow-up questionnaires should be kept as brief as possible. The teacher coordinator should avoid unnecessary items and written replies. When written replies must be requested, adequate space should be provided for answers.

A cover letter signed by the teacher coordinator should accompany the questionnaire to the former student. The letter should be brief, indicating the purpose of the follow-up study, the use to be made of the data, and the importance of hearing from each individual. A stamped, addressed return envelope should be included with the questionnaire and cover letter.

The following is a suggested time schedule for conducting the follow-up survey. Each mailing should be made at seven-to ten-day intervals.

First mailing - Questionnaire, cover letter, and return envelope stamped and addressed

Second mailing - A reminder card to those who have not returned their questionnaire

Third mailing - Second questionnaire, second cover letter, and return envelope stamped and addressed to those who have not returned their questionnaire

Fourth mailing - A reminder card to those who have not returned their questionnaire

A sample cover letter (Form 16) and follow-up questionnaire (Form 17) can be found in Appendix A.

The teacher coordinator should not overlook the use of personal interviews to obtain subjective data, for they reveal how students, parents, employers, training sponsors, and others feel about the program. How these groups feel about the program is important to the teacher coordinator. Without their support and cooperation, the program will suffer.

Other methods that can be used by the teacher coordinator to obtain data to measure the effectiveness of the cooperative education program include:

- Student training station progress reports
- Reports submitted to the State Department of Education
- Accreditation reports
- Student and employer questionnaires

Guide for Program Evaluation

The following suggestions should be helpful to the teacher coordinator in planning and conducting a program evaluation:

- Evaluation of the program should be made in terms of the school philosophy and program goals.
- An evaluation of a cooperative education program should be sufficiently comprehensive to measure all aspects of the program.
- Program evaluation should be a group endeavor.
- A variety of measurement techniques should be used to secure needed data.
- Self-appraisal should be a part of the evaluation program.
- Evaluation findings and recommendations should be disseminated to all interested persons.
- Evaluation data should serve as a basis for planning immediate changes and developing long-range plans.

SECTION IV

DEVELOPING RELATED INSTRUCTION

Related classroom instruction is recognized as the most important of the three instructional components of cooperative distributive education and cooperative office education programs. The other two components are on-the-job training and cocurricular youth club activities. These two components are designed to supplement classroom instruction. The development of related instruction is the most significant of the teacher coordinator's responsibilities. Without the related instruction component, the cooperative education program would neither be complete nor could it operate successfully. Extensive planning of this component is required to ensure that students develop and refine the competencies necessary to meet immediate and future employment requirements. Consideration must also be given to providing each student with specific instruction that will enable him to attain his occupational goal. To meet these complex instructional demands, it is inevitable that the teacher coordinator should seek some type of systematic approach for developing the related instruction component.

A model for designing and evaluating the related instruction component is presented in Figure 3. The model offers a conceptual framework for describing the sequential process involved in component development and evaluation, and it shows how the various activities conducted by the teacher

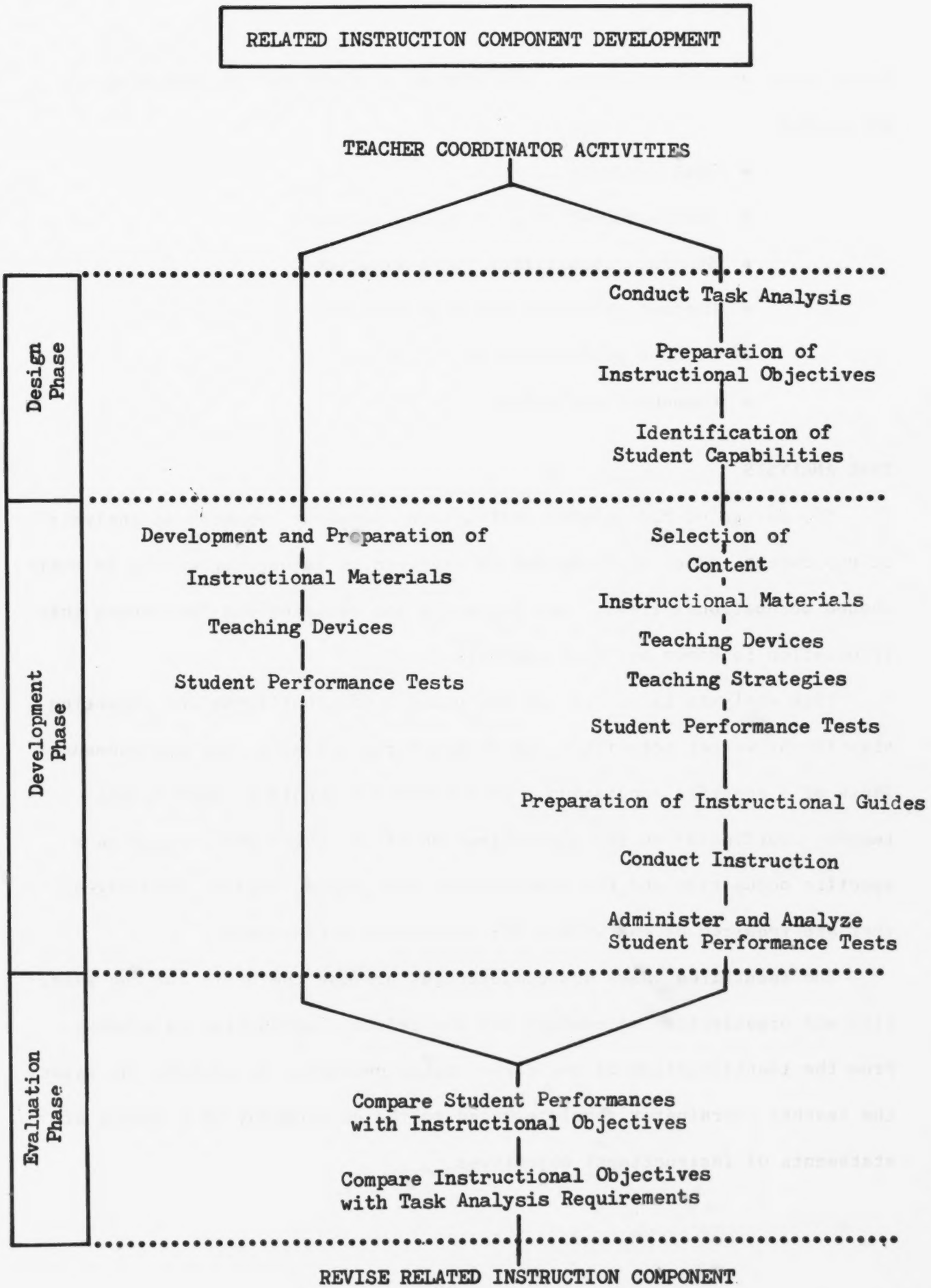
RELATED INSTRUCTION COMPONENT DEVELOPMENT
TEACHER COORDINATOR ACTIVITIES
Design Phase
Development Phase
Evaluation Phase
Conduct Task Analysis
Preparation of Instructional Objectives
Identification of Student Capabilities
Development and Preparation of Instructional Materials
Teaching Devices
Student Performance Tests
Selection of Content
Instructional Materials
Teaching Devices
Teaching Strategies
Student Performance Tests
Preparation of Instructional Guides
Conduct Instruction
Administer and Analyze Student Performance Tests
Compare Student Performances with Instructional Objectives
Compare Instructional Objectives with Task Analysis Requirements
REVISE RELATED INSTRUCTION COMPONENT

Figure 3

coordinator are interrelated. The process encompasses the following activities:

- Task analysis
- Instructional objectives development
- Student capabilities identification
- Content selection and organization
- Student performance assessment
- Component evaluation

TASK ANALYSIS

The design of the related instruction component requires an analysis of employment competencies needed by students to secure employment in their chosen occupational field. One technique for securing and presenting this information is known as "task analysis."

Task analysis is defined as the process of identifying and reporting significant worker activities, performance requirements, and environmental facts of a specific occupation. This technique should be used by the teacher coordinator in the identification of the tasks which comprise a specific occupation and the competencies (attitudes, skills, knowledges) that are required of the worker for successful performance.

The identified tasks and competencies provide the basis for the selection and organization of content for the related instruction component. From the identification of the competencies necessary to perform the tasks, the teacher coordinator should proceed to the development of a series of statements of instructional objectives.

INSTRUCTIONAL OBJECTIVES DEVELOPMENT

Systematic planning requires the definition and specification of instructional objectives. The form in which an instructional objective is stated is important for specifying the intent of instruction; however, whether that objective is valid may be even more important. It is imperative that a determination of the occupational competencies needed by students be accomplished prior to the preparation of the statements of objectives. This determination may be done through the use of the task analysis technique.

The preparation of formal statements of objectives describing desired behaviors and levels of performance is valuable to the teacher coordinator in selecting instructional content and materials, planning learning activities, and preparing student classroom performance assessment instruments. These objectives also provide students with immediate learning goals, thus contributing to their motivation.

A meaningful instructional objective should satisfy three important criteria. The objective should:

- Describe what the student will be doing to demonstrate that he has attained the objective
- Describe the important conditions under which the student must demonstrate his competence
- State the standards of performance expected of the student

Instructional objectives differ from the task analysis. The task analysis describes the occupation as it is performed by a highly skilled person, while instructional objectives describe the kind of performance that will be expected of the student at the end of a particular unit of instruction.

STUDENT CAPABILITIES IDENTIFICATION

An important step in design of the related instruction component is the identification of relevant characteristics of the students for which the instruction is to be designed. These characteristics play a vital role in the teacher coordinator's decisions concerning the selection and organization of content, selection of instructional materials, selection of teaching strategies, and selection of student performance assessment techniques.

This step is particularly important in designing the cooperative office education related instruction component because students may have developed a number of occupational competencies in other office education courses not taught by the teacher coordinator.

CONTENT SELECTION AND ORGANIZATION

The selection and organization of content should be based upon the instructional objectives developed from an analysis of competencies needed by full-time workers and the competencies needed by students to perform their training station assignments, taking into account the student's capabilities. These competencies may be grouped into three general areas to assist the teacher coordinator in identifying specific units of instruction to be included in the related instruction component:

- General occupational competencies can be described as the attitudes, skills, and knowledges needed by all persons regardless of their occupations or specific jobs. Examples of instruction are the areas of human relations, business organization and management, personality development, etc.
- Specific occupational competencies include those competencies essential to a broad occupational grouping (ex: distributive occupations or office occupations). Merchandising and management principles are examples of specific occupational competencies for the distributive occupations, while typing, filing, and records management are examples of specific occupational competencies for the office occupations.

- Specific job competencies include those attitudes, skills, and knowledges required of students at the training station.

The proportionate amount of time devoted to developing each type of competency as shown in Figure 4 represents one school year. This figure shows that in the early months of the school year the greater proportion of class time is spent on the development of general occupational competencies. As the year progresses, a greater share of the time is spent on developing specific occupational competencies and refining those already learned. Individualized instruction is provided students throughout the school year to develop needed training station competencies.

SEQUENCE OF RELATED CLASSROOM INSTRUCTION

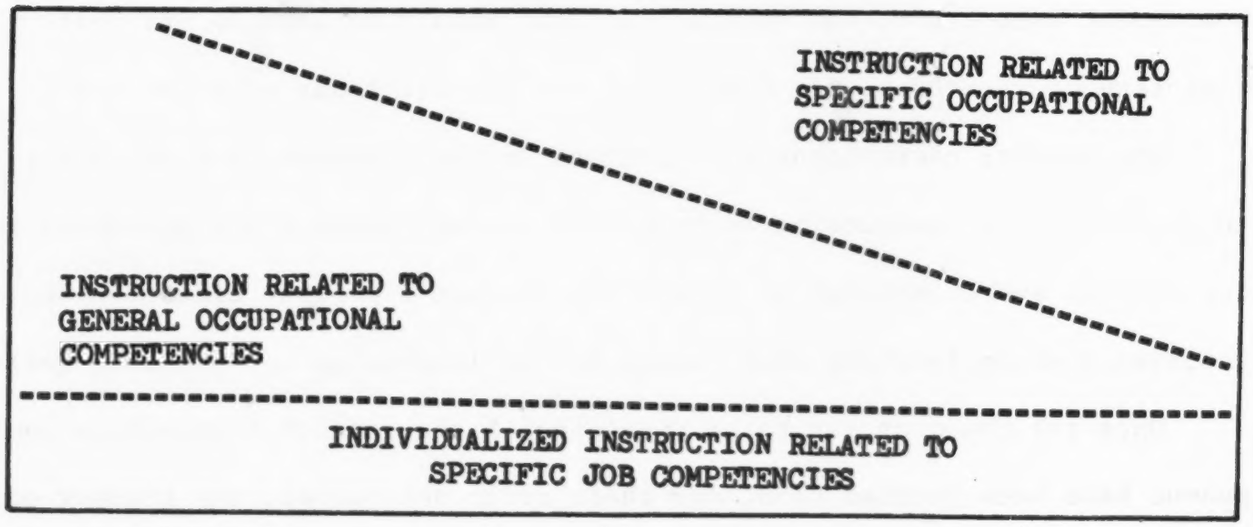
INSTRUCTION RELATED TO SPECIFIC OCCUPATIONAL COMPETENCIES
INSTRUCTION RELATED TO GENERAL OCCUPATIONAL COMPETENCIES
INDIVIDUALIZED INSTRUCTION RELATED TO SPECIFIC JOB COMPETENCIES

Figure 4

Determining a content sequence is often a matter drawing upon the experiences of the teacher coordinator. It must also be recognized that a sequence may be determined by factors other than instructional objectives such as student training plans, training station progress reports, and teacher coordinator discussions with training sponsors.

Selection of instructional materials and devices should be based on the intent of the instructional objectives for a particular unit of instruction. These materials and devices should be organized into a learning package to facilitate student learning. A unit of instruction might include such materials as programmed instruction booklets, single concept films, audio tapes, textbooks, text workbooks, etc. The materials selected should complement each other, and each medium used should be used to its best advantage to reinforce, not duplicate, the effectiveness of other media.

The teacher coordinator's activities in the classroom are primarily to individualize instruction to help each student develop his potential to the fullest and to attempt to relate the student's current classroom and training station learning experiences to his long-range occupational goal.

Once the competencies to be developed in the related instruction component have been decided upon, and their order determined, the teacher coordinator must begin the process of selecting teaching strategies. These strategies should permit the student to:

- Become responsible for his own learning
- Learn at his own rate
- Receive reinforcement immediately after the successful completion of a learning activity
- Advance to the next learning activity only after he has achieved acceptable performance of the present activity

STUDENT PERFORMANCE ASSESSMENT

Assessment of student classroom performance is a continuous instructional activity conducted by the teacher coordinator. The primary purpose of criterion evaluation is to determine the degree to which the student can demonstrate the behavior specified by the instructional objective. When this type of evaluation is used, it is necessary for the teacher coordinator to frequently test student performance in the classroom, using both formal and informal testing techniques. Criterion test results provide the student and teacher coordinator a basis for cooperatively planning other student learning experiences.

COMPONENT EVALUATION

Student ability in achieving instructional objectives acts as the basis for evaluating efficiency of the related instruction component. To determine how well the instructional objectives were reached, the teacher coordinator should not be concerned with how many were reached on the average; but, rather, the teacher coordinator should be interested in the percentage of students that reached the objectives. This comparison of student performance with instructional objectives provide valuable data for the teacher coordinator in making decisions concerning changes that will increase the effectiveness of the component.

SECTION V

FEDERAL AND STATE LAWS

Cooperative distributive education and cooperative office education programs must be operated in conformity with federal, state, and local laws and regulations. Teacher coordinators must thoroughly understand all laws and regulations that pertain to the employment of minors. They should know the source of information on all legal matters and should maintain a complete file of publications that include these laws and their interpretations.

Teacher coordinators should be aware of the procedures and requirements that apply to cooperative education programs supported with federal funds under the provisions of the Vocational Education Amendments of 1968, "Part G - Cooperative Vocational Education." The conditions under which local school districts may secure financial support are discussed in the California State Plan for Vocational Education (see Appendix B).

Federal and state laws pertinent to cooperative education are complex in nature. They govern age requirements, work permits and permits to employ, minimum wage laws, regulations governing hours of work, compulsory school attendance, working conditions, and social security. Three federal statutes, the Walsh-Healey Public Contracts Act, the Fair Labor Standards Act, and the Sugar Act of 1948, are designed to protect working minors wherever the federal government has jurisdiction. Wherever both state and federal laws apply to the employment, the law setting the higher standard must be observed. In addition to possessing complete and current information on legal matters, the teacher coordinator should

assume the responsibility for passing along such information to employers, making certain that they have the information needed for an understanding of their legal obligations toward their employees.

More complete information concerning such laws and regulations appears in the following references:

> Child-Labor Provisions of the Fair Labor Standards Act. Questions and answers on child labor, information about age certificates, and analysis of hazardous occupations orders.
>
> Digest of the California Child Labor Laws. Contains summary of California child labor laws and selected child labor provisions of the Fair Labor Standards Act.

Cooperative education teacher coordinators should maintain contact with local or area representatives of the Division of Labor Law Enforcement and the Division of Industrial Welfare of the Department of Industrial Relations of the State of California. When questions arise concerning federal labor legislation, school authorities should seek the advice of the representative of the nearest U. S. Department of Labor Office.

SECTION VI

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SECTION VII

GLOSSARY of COOPERATIVE DISTRIBUTIVE EDUCATION and COOPERATIVE OFFICE EDUCATION TERMS

Advisory Committee	A group of persons, usually outside the educational profession, selected for the purpose of offering advice and counsel to the school regarding the vocational education program. Members are representatives of the people who are interested in the activities with which the vocational program is concerned.
Control Class	A class limited to cooperative education students in which they receive instruction that is related to their training station learning experiences and career objectives.
Cooperative Plan	An organizational pattern for preparatory instruction which involves regularly scheduled part-time employment that gives students an opportunity to experience theory in practice while developing and refining their occupational competencies through supervised learning experiences at training stations.
Cooperative Vocational Education	A cooperative program of vocational education for persons who, through a cooperative arrangement between the school and employers, receive instruction, including required academic courses and related vocational instruction by the alternation of study in school with a job in any occupational field, but these two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and to his employability. Work periods and school attendance may be on alternate half days, full days, weeks, or other periods of time in fulfilling the cooperative vocational education program.
Coordination	The process of integrating into a harmonious relationship the administrative, organizational and instructional activities of the vocational program and directing them toward a common purpose.

Distributive Education	Distributive education is a program of instruction in the field of distribution and marketing and is designed to prepare individuals to enter, to progress, or to improve competencies in distributive occupations. Emphasis is on the development of attitudes, skills, and understandings related to marketing, merchandising, and management.
Distributive Occupations	A distributive occupation is one that includes proprietors, managers, or employees engaged primarily in marketing or merchandising goods or services. These occupations are commonly found in various business establishments such as retailing, wholesaling, manufacturing, storing, transporting, financing, and risk bearing.
Office Education	A program of instruction to provide opportunities for persons to prepare for and achieve career objectives in selected office occupations. Learning experiences are designed to lead to employment and/or advancement of individuals in occupations in public or private enterprises or organizations related to the facilitating function of the office. Included is a variety of activities, such as recording and retrieval of data, supervision and coordination of office activities, internal and external communication which identify categories of career objectives in office occupations, and around which courses and practical experiences are developed.
Office Occupations	Office occupations are those occupations which are related to the facilitating functions performed in the business office including business data processing, and involves the following activities: recording, storage, and retrieval of data; supervision and coordination of office activities; internal and external communication; reporting of information.
Teacher Coordinator	A member of the local school staff who teaches the related instruction in a control class to students preparing for employment and coordinates classroom instruction and training station learning activities, and sponsors the student club program.
Training Agreement	A form prepared by the teacher coordinator indicating the period of training, hours of work, salary, and other pertinent facts and information necessary to assure basic understanding of the student's position as a student learner in the cooperative education program; may be signed by teacher coordinator, employer, student, and parents.

Training Plan	A written plan of experiences indicating what is to be learned by a specific student and whether it is to be taught in the classroom (group or individual instruction) and at the training station. The plan is derived from a realistic analysis of the tasks, duties, responsibilities, and occupational objectives of the student learner.
Training Sponsor	The individual who is directly responsible for the student's learning activities at the training station. The training sponsor may be the owner or manager of the business, or an employee appointed by management.
Training Station	The business establishment where the student receives supervised learning experiences related to his occupational objective through part-time employment.

APPENDIX A

Suggested Forms

for

Cooperative Distributive Education

and

Cooperative Office Education Programs

Form 1	Student Interest Questionnaire
Form 2	Distributive Occupations Survey
Form 3	Office Occupations Survey
Form 4	Cover letter for Community Occupations Survey instrument
Form 5	Letter of appointment to Advisory Committee
Form 6	Letter of introduction - Teacher Coordinator
*Form 7	Training agreement
*Form 8	Training Plan for Cooperative Distributive Education Student
*Form 9	Training Plan for Cooperative Office Education Student
*Form 10	Student Application
*Form 11	Student Training Station Progress Report - Distributive or Office Education
*Form 12	Student Training Station Progress Report - Office Education
*Form 13	Visitation and Student Conference Report
*Form 14	Student Weekly Report
Form 15	Checklist of Criteria for Rating the Cooperative (Distributive or Office) Education Program
Form 16	Cover letter for Student Follow-up Study
Form 17	Student Follow-up Questionnaire - Distributive or Office Education

*Forms to be kept in student's file folder.

LIST OF FORMS

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1	Student Interest Questionnaire	60
2	Distributive Occupations Survey	61
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Form Number 1

FRONT

STERLING UNIFIED SCHOOL DISTRICT
Cooperative (Distributive or Office) Education Program
STUDENT INTEREST QUESTIONNAIRE

Personal

Name_____ Date_____
Date of Birth_____ Female___ Male___
Home Room Teacher_____ Home Room No._____
Counselor's Name_____

Plan To:

Attend College Yes___ No___ Junior College Yes___ No___
Tentative Major_____

Attend private business school Yes___ No___
Title of Program_____

Seek employment Yes___ No___
Type of work_____

I am___ (interested in)___ (would like more information about) the Cooperative (Distributive or Office) Education Program.

(Please complete back side)

BACK

Employment Experience

Presently employed Yes___ No___

Name of firm_____
Number of hours per week_____
Length of time employed_____
Primary duties_____
_____
_____

Previously employed Yes___ No___

Name of firm_____
Primary duties_____
_____
_____

Form Number 2

STERLING UNIFIED SCHOOL DISTRICT

DISTRIBUTIVE OCCUPATIONS SURVEY

Your firm's name will not be used in connection with your answers. The information furnished by you and other businesses will be used for statistical purposes only. However, if there are any questions which you do not wish to answer, please omit them.

Name of business _____ Type of Business _____

Address of Business _____

Number of persons employed in marketing and merchandising occupations:

Full-time employees: Male_____ Female_____
Part-time employees: Adult Male_____ Female_____
High School Male_____ Female_____

Names or types of employment tests administered _____

Hours during the week when part-time workers are needed.

Monday	From ____	to ____	Thursday	From ____	to ____
Tuesday	From ____	to ____	Friday	From ____	to ____
Wednesday	From ____	to ____	Saturday	From ____	to ____
			Sunday	From ____	to ____

Does your firm have an employee training program? Yes ____ No ____

List the three most important factors considered when hiring a new employee:

1. _____
2. _____
3. _____

Would your firm be interested in employing students enrolled in the cooperative distributive education program? Yes ____ No ____

Would you like more information concerning the program? Yes ____ No ____

_____
Name and Title of Company Official

Form Number 3

STERLING UNIFIED SCHOOL DISTRICT

OFFICE OCCUPATIONS SURVEY

Your firm's name will not be used in connection with your answers. The information furnished by you and other businesses will be used for statistical purposes only. However, if there are any questions which you do not wish to answer, please omit them.

Name of business _____ Type of Business_____

Address of Business_____

Name of Owner or Manager _____

Number of full-time office employees: Male_____ Female_____

Number of part-time office employees: Adult Male_____ Female_____
High School Male_____ Female_____

Beginning salary of office employees hired _____
(Average or Range)

Names or types of employment tests administered_____

Minimum number of years of education desired of new full-time office employees _____

Minimum proficiency level required for new full-time office employees:

Typewriting_____ Shorthand_____

Place additional comments concerning education and training desired of new full-time employees on the reverse side of this sheet.

Do you have a formal training program in your firm? Yes____ No ____

Do you have difficulty securing competent office workers? Yes____ No ____

If yes, for what particular office occupations?_____

What do you feel are likely to be the best employment opportunities in office occupations during the next few years?

_____

Would your firm be willing to provide part-time employment to a cooperative office education student? Yes___ No___

Would you like more information concerning the program? Yes___ No___

Check below the types of office occupations which exist in your firm:

( ) Receptionist
( ) Stenographer
( ) Clerk Typist
( ) Calculating Machine Operator
( ) Key Punch Operator
( ) _____

( ) Filing Clerk
( ) Secretary
( ) Duplicating Machine Operator
( ) General Office Clerk
( ) Transcribing Machine Operator
( ) _____

Check below the kinds of learning experiences that your firm's office could offer the student:

Typewriting
( ) Business letter
( ) Memorandums
( ) Form letters
( ) Type and correct spirit masters, stencils, or offset masters
( ) Printed business forms (invoices, monthly statements, etc.)
( ) _____

Adding and Calculating Machines
( ) 10-key adding
( ) 10-key printing calculator
( ) Full-bank adding
( ) Calculator
( ) Electronic calculator
( ) _____

Taking Dictation and Transcribing
( ) Write shorthand
( ) Transcribe
( ) Operate shorthand machine
( ) Transcribe from recorded media--belt, disc, etc.
( ) _____

Telephoning and Communicating
( ) Place local and long distance telephone calls
( ) Answer telephone
( ) Screen employer's calls
( ) Record telephone messages
( ) Compose business correspondence
( ) _____

Operating Office Machines and Equipment

Typewriters
( ) Electric
( ) Manual

Data Processing Equipment
( ) Key Punch
( ) _____

Duplicating Machines
( ) Spirit duplicator
( ) Stencil duplicator
( ) Offset duplicator
( ) Copying machine
( ) _____

Clerical Tasks
( ) Performing mailing tasks
( ) Filing
( ) Financial and record keeping tasks
( ) _____

_____
Name and Title of Company Official

Form Number 4

STERLING UNIFIED SCHOOL DISTRICT
Sterling, California 00010

Date

Mr. James Brown
Brown and Sons, Inc.
8575 Flower Street
Sterling, California 00010

Dear Mr. Brown:

The Sterling Unified School District is studying the feasibility of establishing a Cooperative (Distributive or Office) Education Program as a part of its high schools' curriculum.

This program requires the support of the community's businessmen. We are conducting a survey to determine the number of businessmen that would be willing to provide part-time paid employment to students enrolled in the program. Will you please fill out the questionnaire and return it to me?

Thank you for your cooperation.

Sincerely,

David Gordon
District Superintendent

DG:cs
Enc. Questionnaire

Form Number 5

STERLING UNIFIED SCHOOL DISTRICT
Sterling, California 00001

Date

Mr. Lawrence B. Anderson, Manager
Acme Variety Stores
7609 West 9th Street
Sterling, California 00001

Dear Mr. Anderson:

It is my pleasure to ask you to serve as a member of our Cooperative (Distributive or Office) Education Program Advisory Committee. You have been selected because of your extensive business background and interest in our schools and community. Your appointment has been approved by the Board of Education of the Sterling Unified School District for a period of three (3) years.

Your acceptance of this will be of great value to our school and to the Cooperative (Distributive or Office) Education Program. Your assistance is needed to help us develop business and community support and to formulate policies and procedures for the program.

The first meeting will be held in my office on September 9 at 7:30 p.m., to review the purposes of the program and discuss some of the activities that might be undertaken by this committee.

Sincerely,

David Gordon
District Superintendent

DG:cs

Form Number 6

STERLING UNIFIED SCHOOL DISTRICT
Sterling, California 00010

Date

Mr. John Black, Manager
S. K. Greene Company
2683 Fifth Avenue
Sterling, California 00010

Dear Mr. Black:

The Sterling Unified School District is pleased to announce the appointment of Mr. Richard Dow as teacher coordinator of the Cooperative (Distributive or Office) Education Program.

Mr. Dow will be contacting you in the next few days to explain the purposes of the program and to solicit your support. One of the most important ways you can assist us in conducting this vocational education program is to provide part-time paid employment to students selected for enrollment in the program.

If you have immediate employment opportunities and wish to participate, please contact Mr. Dow. His telephone number is 446-1650.

Sincerely,

David Gordon
District Superintendent

DG:cs

STERLING UNIFIED SCHOOL DISTRICT
COOPERATIVE ( ) EDUCATION PROGRAM

TRAINING AGREEMENT

Student's Name_____Birth Date_____Age_____

Student's Address_____Telephone_____

Name of School_____Telephone_____

Name of Training Station_____Telephone_____

Address of Training Station_____

Name of Training Sponsor_____Position_____

Dates of Training Period: From_____To_____

Average No. of hours per week to be worked by student_____

Student's rate of pay_____

Responsibilities of the student:

1. The student will keep regular attendance, both in school and on the job, and cannot work on any school day that he fails to attend school; he will notify the school and employer if he is unable to report.

2. The student's employment will be terminated if he does not remain in school.

3. The student will show honesty, punctuality, courtesy, a co-operative attitude, proper health and grooming habits, good dress and a willingness to learn.

4. The student will consult the teacher coordinator about any difficulties arising at the training station.

5. The student will conform to the rules and regulations of the training station.

6. The student will furnish the teacher coordinator with all necessary information and complete all necessary reports.

Responsibilities of the Parents:

1. The parents will encourage the student to effectively carry out his duties and responsibilities.

2. The parents will share the responsibility for the conduct of the student while training in the program.

3. The parents will be responsible for the safety and conduct of the student while he is traveling to and from the school, the training station and home.

Responsibilities of the Training Sponsor:

1. The training sponsor will endeavor to employ the student for at least the minimum number of hours each day and each week for the entire agreed training period.

2. The training sponsor will adhere to all Federal and State regulations regarding employment, child labor laws, minimum wages and other applicable regulations.

3. The training sponsor will see that the student is not allowed to remain in any one operation, job, or phase of the occupation beyond the period of time where such experience is of educational value.

5. The training sponsor will consult the teacher coordinator about any difficulties arising at the training station.

6. The training sponsor will provide experiences for the student that will contribute to the attainment of the career objective.

7. The training sponsor will assist in the evaluation of the student.

8. The training sponsor will provide time for consultation with the teacher coordinator concerning the student.

9. The training sponsor will provide instructional material and occupational guidance for the student as needed and available.

Responsibilities of the School:

1. The school administration will employ and retain a qualified teacher coordinator.

2. The school administration will allow the teacher coordinator sufficient time to provide the related instruction and to carry on necessary coordinating activities.

Responsibilities of the teacher coordinator:

1. The teacher coordinator will coordinate related classroom instruction and on-the-job training to improve job performance and to better prepare the student for his occupational career objective.

2. The teacher coordinator will see that the necessary related classroom instruction is provided.

3. The teacher coordinator will make periodic visits as necessary to the training station to observe the student and consult with the employer and training sponsor.

4. The teacher coordinator will assist in the evaluation of the student.

This agreement may be terminated by mutual consent of the training sponsor and the teacher coordinator.

_____
Date

_____ _____
Student Training Sponsor

_____ _____
Parent Teacher Coordinator

Form Number 8

STERLING UNIFIED SCHOOL DISTRICT

Cooperative Distributive Education Program

TRAINING PLAN

Name of Student Tom Jones Date 6-10-67

Name of Training Station The Brown and Lewis Company, Inc.

Name of Training Sponsor John Lewis

Student's Career Objective: Salesman

Job Title (D.O.T. Classification) Sales Person

Description of Training Station Tasks:

Performs sales person's duties such as:

Selling a variety of merchandise, displaying merchandise, describing selling features to customer, and advising customer in making selection by explaining use of particular article or suggesting other articles, preparing sales slips and receiving payment for article, replenishing supply of merchandise on display, and handling refunds and exchanges of merchandise.

Areas of Experience and Training:	Classroom Instruction	Training Station Instruction
Selling: Learn to		
Greet customer and determine wants and needs	X	X
Hear and handle complaints or refer to training sponsor	X	X
Suggest additional or related items	X	X
Take telephone orders	X	X
Explain care of merchandise and demonstrate its uses	X	X
Translate product knowledge into customer benefits	X	X
Return merchandise to its proper place in stock		X
Arrange stock in selling area	X	X
Demonstrate merchandise	X	X
Process merchandise returns and exchanges		X
Write sales tickets	X	X
Relate company policies to all selling decisions		X
Rotate stock to keep first-in merchandise in price selling position		X
Apply tax charts	X	X

	Classroom Instruction	Training Station Instruction
Operating the Sales Register: Learn to		
Record charge sales	X	X
Package merchandise		X
Receive checks from customer	X	X
Record cash sales	X	X
Record COD sales	X	X
Make change	X	X
Use charge plates		X
Check out register at end of day	X	X
Replace sale register tapes		X
Get credit department approval on non-routine credit sales		X
_____		
_____		
Keeping and Counting Stock: Learn to		
Keep counters and display fixtures clean and attractive		X
Arrange stock for counting and selling	X	X
Arrange understock and reserve stock	X	X
Remark merchandise for special sales events		X
Unpack and assemble merchandise		X
Record sales on unit control records	X	X
Maintain stock control cards	X	X
Handle computer punch tickets	X	X
Count and record stock		X
Replenish selling stock from reserve stock		X
_____		
_____		
Receiving, Checking, and Marking Merchandise: Learn to:		
Ticket merchandise	X	X
Receive and distribute merchandise to selling floor and to stockroom		X
Process packing lists	X	X
Count merchandise and compare it with invoice and buyer's order	X	X
Prepare merchandise for delivery to selling floor		X
Mark tickets using store's coding systems for prices, stock numbers and dating	X	X
Unpack merchandise		X
Report incorrect orders and damaged stock to training sponsor		X
Keep stockroom clean and orderly		X
_____		
_____		

	Classroom Instruction	Training Station Instruction
Planning and Arranging Interior and Window Displays: Learn to		
Clean store windows		X
Prepare and assemble items for display		X
Gather merchandise for use in display		X
Make selling displays	X	X
Dismantle displays and return merchandise to stock		X
Put up interior store decorations		X
_____		
_____		
Planning, Preparing and Placing Advertisements: Learn		
How advertising increases sales	X	
What items should be advertised	X	
_____ _____		
_____		
Pricing Merchandise: Learn to		
Determine what factors affect gross margin	X	
Determine rate of turnover for item, line, or department	X	
Apply factors to how the price affects the consumer to the pricing of items	X	
Use the store's pricing policies in determining price of a product	X	X
Determine marking and markdown	X	X
Personal Conduct: Learn		
Good customer, co-worker, and employer relations	X	X
Policies regarding personal grooming and dress		X
Store rules and regulations		X
Good grooming techniques	X	
_____		
_____		

STERLING UNIFIED SCHOOL DISTRICT

Cooperative Office Education Program

TRAINING PLAN

Name of Student Mary Smith Date 7-8-72

Name of Training Station Brown and Lewis Realty Company

Name of Training Sponsor James Brown

Student's Career Objective: Secretary

Job Title (D.O.T. Classification) Receptionist

Description of Training Station Tasks:

Performs receptionist duties such as:

Meeting customers and providing them with necessary information, handling incoming telephone calls and placing outgoing telephone calls, typing correspondence and other materials, record keeping tasks, handling mail, filing correspondence and other documents, duplicating written materials, and doing other tasks assigned by the employer.

Areas of Experience and Training:	Classroom Instruction	Training Station Instruction
Typewriting: Learn to		
Develop proficiency on the IBM Executive Typewriter		X
Type letters, legal papers, court documents	X	X
Make multiple carbons	X	X
Correct and type from rough draft	X	X
Proofread accurately	X	X
Type listings of real estate rentals and sales		X
Type rent due notices to tenants		X
Type offset masters	X	X
Clean electric typewriters properly	X	X
Filing: Learn to		
File alphabetically	X	X
Prepare file folders		X
Become familiar with office files		X
Retrieve materials from office quickly		X

	Classroom Instruction	Training Station Instruction
Operating Office Machines: Learn to		
Develop proficiency on 10-key adding machine	X	X
Develop habit of finding errors quickly	X	X
Change ribbons and tapes	X	
Become familiar with an electronic calculator		X
_____		
_____		
Duplicating: Learn to		
Use copying machine		X
Use offset duplicator		X
_____		
_____		
Using the Telephone: Learn to		
Answer the telephone properly	X	X
Take and record messages	X	X
Proper procedure for placing long distance calls	X	X
Make appointments for salesmen		X
_____		
_____		
Record Keeping: Learn to		
Handle money and record payments from tenants	X	X
Handle company accounts payable and accounts receivable transactions	X	X
_____		
_____		
Handling Mail: Learn to		
Date, sort, and distribute mail		X
Postal rates for various classes of mail	X	
Prepare registered and certified mail	X	
_____		
_____		
Personal Relations: Learn		
Developing poise in meeting customers	X	X
Good co-worker relations		X
Policies regarding personal grooming, dress, etc.		X
Good grooming techniques	X	

Form Number 10

STERLING UNIFIED SCHOOL DISTRICT
Cooperative (Distributive or Office) Education Program

STUDENT APPLICATION

PERSONAL

Name _____ Phone _____

Address _____ Date of Birth _____

Weight _____ Height _____ Sex _____

Describe any physical limitations _____

Do you have a driver's license? _____

Do you have transportation? _____

Have you received any honors or awards? _____ If yes, describe____

_____

EDUCATION

Home Room Teacher_____ Home Room Number _____

How many times have you been absent this year? _____ Tardy? _____

List all the business subjects you have taken and semester grades:

Course	Grade	Course	Grade
1. _____	_____	4. _____	_____
2. _____	_____	5. _____	_____
3. _____	_____	6. _____	_____

Have you discussed this application with your counselor? _____
Parents? _____

Counselor's Name_____

List two teachers for reference: _____

_____

Describe your plans after graduation on the reverse side of this sheet.

What school activities have you participated in? Describe on the reverse side of this sheet.

Student Application (Page 2)

Describe present class schedule

Period	Course	Teacher	Room
1			
2			
3			
4			
5			
6			

EXPERIENCE

Have you ever been employed?_____ If yes, list latest job first

Name of Firm	Length of Time	Duties

Do you have a job now? _____ When school begins?_____

If yes, describe Name of Firm_____

Hours_____

Duties_____

I understand that this is an application for enrollment in the Cooperative (Distributive or Office) Education Program, and that if I am selected, I will accept the responsibilities required by both the school and the employer.

_____

Signature of Applicant

Date _____

Form Number 11

STERLING UNIFIED SCHOOL DISTRICT
Cooperative (Distributive or Office) Education Program

STUDENT TRAINING STATION PROGRESS REPORT

Name of student _____
Training Station _____
Period covered: _____

TO THE EMPLOYER: In each category place one check mark opposite the phrase which describes the student learner most accurately.

ABILITY TO FOLLOW INSTRUCTIONS

_____ Uses initiative in interpreting and following instructions
_____ Usually follows instructions with no difficulty
_____ Follows instructions with some difficulty
_____ Needs repeated detailed instructions

APPEARANCE

_____ Exceptionally neat and appropriately dressed
_____ Neat and appropriately dressed
_____ Satisfactory appearance and dress
_____ Sometimes neglectful of appearance and dress

ATTITUDE TOWARD WORK

_____ Takes a keen interest in the training and takes initiative to learn
_____ Shows interest in training and has desire to learn
_____ Has some interest in the training
_____ Shows little interest or enthusiasm for the training

ATTENDANCE AND PUNCTUALITY

_____ Never absent or late without good cause
_____ Seldom absent or late without good cause
_____ Occasionally absent or late
_____ Frequently absent or late

COOPERATION

_____ Always cooperates eagerly and cheerfully
_____ Usually cooperates eagerly and cheerfully
_____ Cooperates willingly when asked
_____ Cooperates reluctantly

CUSTOMER RELATIONS

_____ Extremely tactful and understanding in dealing with all types of customers
_____ Usually poised, courteous and tactful in dealing with customers
_____ Tries to please customers
_____ Sometimes lacks poise and seems indifferent to customers

DEPENDABILITY

_____ Meets all obligations unfailingly without supervision
_____ Meets obligations with very little supervision
_____ Meets obligations under careful supervision
_____ Sometimes fails in obligations even under careful supervision

EXPENSE CONSCIOUS (Materials and Equipment)

_____ Extremely careful in using materials and equipment
_____ Uses good judgment in using materials and equipment
_____ Takes average care in using equipment and materials
_____ Careless about equipment and materials

JOB SKILLS

_____ Possesses all of the essential skills and related information
_____ Has an above average command of the essential skills and related information
_____ Has an acceptable command of the skills and related information
_____ Lacks in the essential skills and related information

OBSERVANCE OF RULES

_____ Always observes company rules
_____ Seldom disregards company rules
_____ Observes most of the company rules
_____ Frequently neglects company rules

QUALITY OF WORK

_____ Has aptitude for doing neat, accurate work and exceeding the requirements
_____ Does more than required amount of neat, accurate work
_____ Does normal amount of acceptable work
_____ Does less than required amount of satisfactory work

WORK AREA

_____ Keeps work area outstandingly neat and efficiently organized
_____ Takes pride in appearance and arrangement of work areas
_____ Follows good housekeeping rules
_____ Allows work area to become disorganized and untidy

OVERALL EVALUATION OF STUDENT'S TRAINING

_____ Outstanding
_____ Above average
_____ Average
_____ Below average
_____ Poor

_____
Signature of Training Sponsor

Date _____

NOTE: Please add any comments you wish to make on the back of this report.

_____
Assigned Grade

_____
Signature of Teacher Coordinator

Date _____

Form Number 12

STERLING UNIFIED SCHOOL DISTRICT
Cooperative Office Education Program

STUDENT TRAINING STATION PROGRESS REPORT

Name of Student _____ Period Covered_____

Name of Training Station _____

Name of Training Sponsor _____

HOW TO USE

The training sponsor should check the points in which better performance is needed. Double check those points needing considerable improvement. Qualities not checked are those in which the student's performance is considered good or excellent. If the point is not applicable, it should be crossed out. After the student and the training sponsor have reviewed the check list together, they will be able to determine the immediate training needs. These needs should be listed on the reverse side of this form as the points to be considered for concentration and training during the next review period.

I. JOB KNOWLEDGE

( ) Knowledge of own work--job duties, responsibilities and authority

( ) Knowledge of equipment and machines used

( ) Knowledge of process flow as related to his job

( ) Knowledge of forms used

( ) General knowledge of activities of his and other departments

( ) Knows and observes company policies and procedures

( ) Knowledge of all phases of department and related operations

( ) Other _____

II. JOB PRACTICE AND WORK HABITS

( ) Judgment and thought used to arrive at a decision as related to a job--sense of values

( ) Resourcefulness--ability to get things done

( ) Thoroughness

( ) Industriousness

( ) Practices good customer relations

( ) Ability to schedule own work

( ) Meets deadlines

( ) Cheerfully accepts new responsibilities and assignments

( ) Accomplishment--efficient utilization of time

( ) Ability to handle complaints

( ) Performance under pressure

II. JOB PRACTICE AND WORK HABITS (Cont'd)

( ) Accuracy

( ) Neatness

( ) Checks with training sponsor if in doubt rather than releases incorrect information or work

( ) Speech

( ) Excessive supervision required

( ) Ability to follow up on work

( ) Typing

( ) Promotes company services

( ) Other_____

III. ATTITUDES

( ) Cooperation and relations with fellow employees

( ) Team spirit

( ) Attitude toward job

( ) Enthusiasm

( ) Versatile and flexible when suddenly asked to perform unusual or additional assignments

( ) Helps with housekeeping

( ) Can take criticism--receptiveness to suggestions

( ) Tries to improve performance

( ) Loyalty to company and fellow employees

( ) Other _____

_____

IV. PERSONAL CHARACTERISTICS

( ) Neatness in appearance--business-like appearance--observes company policy

( ) Emotional stability--moodiness--self control

( ) Courtesy

( ) Initiative

( ) Integrity

( ) Dignity

( ) Attendance

( ) Proper use of privileges

( ) Promptness--punctuality

( ) Physical capacity--how general health and physical condition affect work

( ) Proper use of telephone privileges

( ) Personal habits--etiquette

( ) Friendly smile, cheerful

( ) Functions near potential

( ) Memory

( ) Dependability

( ) Other _____

_____

V. SKILLS

( ) Ability to inspire confidence and respect

( ) Ability to express thoughts orally

( ) Knowledge of and correct use of grammar

( ) Phone etiquette

( ) Analytical ability

( ) Teachability--ease of learning

( ) Ability to express thoughts in writing

( ) Tact--diplomacy

( ) Other _____

VI. OTHER FACTORS TRAINING SPONSOR WISHES TO HAVE CONSIDERED

( ) _____ ( ) _____

( ) _____ ( ) _____

( ) _____ ( ) _____

AREAS REQUIRING TRAINING

Points to be considered for immediate attention, concentration and training during next review period (list by number and letter, for example, V-f). No more than four to six related groups of points should be listed for any one review period.

1. _____ 4. _____

2. _____ 5. _____

3. _____ 6. _____

ATTITUDE AND EFFORT TOWARD TRAINING

During the past review period the student has displayed an excellent ( ), good ( ), average ( ), mediocre ( ), poor ( ) attitude and effort toward improving performance in the areas which were checked for training last period.

_____

Signature of Training Sponsor

Form Number 13

Front

STERLING UNIFIED SCHOOL DISTRICT
COOPERATIVE) EDUCATION PROGRAM

Visitation and Student Conference Report

Please Check: _____ Visitation _____ Student Conference

Name of Student_____Date_____

Training Station_____Training Sponsor_____

Purpose of Visit or Conference:

Comments:

(Use back side if necessary)

Back

Comments (Continued)

FRONT

STERLING UNIFIED SCHOOL DISTRICT
COOPERATIVE (Distributive or Office) EDUCATION PROGRAM

Student Weekly Report

Student's Name_____

Training Station_____

Training Sponsor's Name_____

Week beginning_____Ending_____Rate of pay_____

Day	Time in	Time out	Total Hours	Major Duties Performed
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				
TOTALS				

_____
Signature of Student

BACK

What problems arose during the week on which you would like help?

What individual instruction do you need to help you perform your duties at the training station more effectively?

Other questions or comments:

CHECKLIST OF CRITERIA FOR RATING THE COOPERATIVE (DISTRIBUTIVE OR OFFICE) EDUCATION PROGRAM

Name of Teacher Coordinator _____

Name of School _____

Total school enrollment at present _____

Present program enrollment: Male _____, Female _____, Total _____

Number of years the school has operated the program _____

INSTRUCTIONS FOR USE OF THE CHECKLIST

This checklist of criteria for rating a cooperative education program consists of statements of provisions, conditions, or characteristics that are found in quality programs in secondary schools. Some may not be necessary, or even applicable, in every school. If any important features or procedures are omitted in the printed materials, they should be added in the appropriate sections. The statements should accurately and completely portray the program, facilities, and practices of the school, thus providing the factual background for the evaluations.

Rate each item using your best judgment and all available evidence. The suggested key for rating each statement is:

0 - Does not apply: The provisions or conditions are missing but do not apply, or they are not desirable for the students of the program, or they do not conform to the school's philosophy and program's goals.

1 - Excellent: The provisions or conditions are extensive and are functioning excellently.

2 - Satisfactory: The provisions or conditions are moderately extensive and are functioning well.

3 - Needs improvement: The provisions or conditions are limited in extent and functioning poorly; or they are entirely missing but needed.

CHECKLIST OF CRITERIA FOR RATING THE COOPERATIVE (DISTRIBUTIVE OR OFFICE) EDUCATION PROGRAM

Part I
ORGANIZATION OF THE PROGRAM

( ) A clearly written statement of goals has been developed for the program.

( ) Goals have been developed through the cooperative efforts of employers, educators, and students.

( ) The school administrators and faculty members have been given a clear concept of the place of this program in the total educational system.

( ) Standards for the operation of the program have been developed and accepted by those involved in the operation of the program.

( ) The teacher coordinator checks to see if practices meet standards which have been developed.

( ) A clear cut assignment of functions and duties has been given to all persons concerned with the program.

( ) An advisory committee representative of all groups interested in the program has been formed and its advice is used in the operation of the program.

( ) The teacher coordinator is allowed sufficient time for coordination activities.

( ) Provision is made for a student club program.

( ) School and training station schedules are developed to meet the needs of students in the program.

( ) School credit is given for the occupational experience of students in training stations.

( ) Clerical help is available to the teacher coordinator.

( ) A record keeping system has been designed to meet the needs of the program.

( ) The records and reports are kept up to date and complete.

( ) Funds are provided for the travel expenses of the teacher coordinator, including meetings called by the Bureau of Business Education.

( ) Bureau of Business Education staff help in the continued development of the program.

( )

( )

Part II
STAFF MEMBERS

( ) The teacher coordinator meets the California State Plan for Vocational Education credential requirements.

( ) The teacher coordinator maintains membership in at least one local civic organization such as the chamber of commerce or a luncheon club.

( ) The teacher coordinator takes an active part in school and community affairs.

( ) The teacher coordinator is considered a well-informed, professional teacher by the community.

( ) The teacher coordinator participates in conferences, workshops, in-service programs, professional organizations, and other activities contributing to professional growth.

( ) The teacher coordinator makes a constant effort to improve business and professional relationships.

( ) The teacher coordinator serves as advisor to the student club program.

( ) The teacher coordinator plans and carries out research resulting in the constant improvement of the program.

( ) The teacher coordinator is respected by the students and faculty.

( )

( )

Part III
SUPPORT OF THE SCHOOL

( ) Vocational education is accepted and acknowledged as a desirable and essential function of the school.

( ) The program is accepted as an integral part of the total school curriculum.

( ) The school administrators take an active and interested part in the operation and evaluation of the program.

( ) Teachers and other staff members cooperate with the teacher coordinator in the operation of the program.

( ) A budget is provided for the purchase of instructional materials and equipment.

( ) Assignment of building space and facilities is sufficient to carry on the program.

( ) School administrators check with business representatives, faculty members, community groups and students relative to the effectiveness of the program.

( ) The school administration and the teacher coordinator use the services of the state department in evaluating and in improving the program.

( )

( )

Part IV
SELECTION AND GUIDANCE OF STUDENTS

( ) Prospective students are given a clear understanding of the purposes and nature of the program before they are enrolled.

( ) Experienced counselors help each student in determining his aptitude, interest, and ability to profit from the program.

( ) The teacher coordinator arranges for the collection of occupational information regarding occupations.

( ) Minimum age, grade, and other standards have been developed and must be met by students before they enroll in the program.

( ) Students may enroll in the program and also meet graduation requirements.

( ) The teacher coordinator determines the final selection of students who are recommended for the program.

( ) The teacher coordinator has a definite part in the performance of the guidance functions in the school.

( ) A cumulative record is kept on each student.

( ) Periodic individual conferences are held with each student concerning his general progress in the program.

( ) Provision is made for parents to contact the teacher coordinator when needed.

( ) Definite provision is made for checking on each student's progress in school.

( ) Former students are followed up to find how additional adjustments can be made in the program.

( )

( )

Part V
PLACEMENT OF STUDENTS IN TRAINING STATIONS

( ) A written statement has been prepared outlining the criteria by which training stations are selected.

( ) The teacher coordinator contacts employers and sets up training stations for all students in the class.

( ) Employers provide training stations throughout the entire school year rather than for just seasonal employment.

( ) Training agreements and training plans are drawn up by the employers, teacher coordinators, and students.

( ) Students who already have part time jobs are admitted to the program after the training station is approved by the teacher coordinator.

( ) The teacher coordinator checks conditions under which students work to see that they are in accordance with state child labor laws.

( ) Students are regularly employed for a monetary wage at a rate comparable to that paid other employees for similar work.

( ) Pay schedules provide for gradual increases throughout the training program.

( ) Training stations may provide an opportunity for full-time employment after students complete school.

( ) Instruction in how to apply for a job is given before students are referred to prospective employers.

( ) Before students are considered permanent members of the program, they must be accepted for employment in a training station.

( ) Training sponsors are appointed by employers for each student.

( ) Students are rotated and given a variety of training station learning experiences.

( ) Employers and training sponsors are informed of the progress made by students in their school work.

( ) Training sponsors make periodical ratings and reports on each student's progress at the training station.

( ) The teacher coordinator assists training sponsors in evaluating the training station progress of students.

( ) The teacher coordinator develops new training stations continuously.

( )

( )

Part VI
COORDINATION AND PUBLIC RELATIONS

( ) The teacher coordinator plans his coordination time and develops a schedule which is followed to a reasonable extent.

( ) Coordination time is used only for coordination purposes.

( ) The teacher coordinator observes all students at their training stations a minimum of once each month.

( ) Coordination calls are made by the teacher coordinator to the employers of students at least once a month.

( ) Labor union regulations are followed in the placement and training of students.

( ) The teacher coordinator uses the information from coordination activities to help in adjusting problems that arise relative to the program.

( ) Reports of coordination activities are kept.

( ) The teacher coordinator has publicized the program among various community organizations and educational groups.

( ) The program is publicized periodically in community and school newspapers.

( ) The teacher coordinator has a mailing list of all interested persons who receive information on program activities and progress.

( ) All students who are eligible enrollees are acquainted with the program.

( ) Students appear before community groups and help in the development of public relations for the program.

( ) The students sponsor joint employer-employee dinners and other such activities.

( ) Parent groups have been acquainted with the program.

( ) The teacher coordinator is conscious of the value of publicity at all times and makes an effort to keep the school and community informed of the progress of the program.

( )

( )

Part VII
CURRICULUM ORGANIZATION AND INSTRUCTION

( ) A related instruction class has been designed for students entering the program.

( ) The instructional content is correlated whenever possible with the training station experiences of students.

( ) The teacher coordinator teaches the "control class."

( ) The teacher coordinator either teaches or helps plan other courses which are related to the student needs.

( ) Follow-up studies of graduates are used to guide curriculum revision.

( ) Provision is made for individual study in the "control class."

( ) Standards of achievement demanded in the classroom are comparable with those of beginning workers.

( ) Instruction is provided to each student related to his specific job and career objective.

( ) Adequate records of student progress are available, and they are used in developing the instructional program.

( ) Audio and visual aids are used whenever such techniques will make the activities more meaningful to students.

( ) Opportunity is provided for field trips to business firms.

( ) Students are encouraged to and do contribute instructional materials, information, and other aids.

( ) The teacher coordinator periodically evaluates the classroom instruction.

( ) Students participate in the evaluation of their own achievement.

( ) Business resources of the community are used.

( )

( )

Part VIII
CLASSROOM FACILITIES AND LIBRARY

( ) The classrooms are of sufficient size to meet instructional needs.

( ) The classroom is equipped with proper equipment needed for the type of instruction being provided.

( ) The room has adequate blackboard and bulletin board space.

( ) Storage facilities are provided for materials and supplies.

( ) Suitable office space is provided the teacher coordinator for counseling purposes.

( ) Selected films, filmstrips, projectors and other supplementary teaching aids are available.

( ) The room is equipped with book shelving and files.

( ) All equipment is maintained in good working condition.

( ) Textbooks are available for reference in the classroom covering the materials needed by each student.

( ) A good system of cataloging and filing for instructional materials has been developed and is used.

( ) Instructional materials are constantly kept up to date.

( ) Instructional materials used are continuously evaluated on the basis of student needs.

( )

( )

Form Number 16

STERLING UNIFIED SCHOOL DISTRICT
Sterling, California 00010

Date

Miss Susan H. Jones
1000 Center Street
Sterling, California 00010

Dear Susan:

Our school is conducting a follow-up study of Cooperative (Distributive or Office) Education program graduates. We are interested in obtaining information about the type of work you are doing now, types of jobs you have held, other schools you may have attended, how the cooperative education program has helped you, and how you feel the program could be improved.

Will you assist us by filling out and returning the enclosed questionnaire? The greater the number of responses, the greater the value of this survey. Your name will not be used in connection with your answers. The information furnished by you and other graduates of the program will be used for statistical purposes only. However, if there are any questions which you do not wish to answer, just omit them.

You can answer most of the questions very quickly by means of a check mark or a few words. However, if you have further comments or suggestions regarding the program, we would be glad to have you write them on the back of the questionnaire.

An immediate reply would be greatly appreciated.

Thank you.

Sincerely,

Richard Dow
Teacher Coordinator

RD:cs
Enclosure

Form Number 17

STERLING UNIFIED SCHOOL DISTRICT
Sterling, California
Cooperative (Distributive or Office) Education Program

STUDENT FOLLOW-UP QUESTIONNAIRE

In answer to any question, please feel free to give additional information on the back of the questionaire.

Name _____ Female ___ Male ___

If Mrs., given maiden name_____

Address _____

Year Graduated _____

What are you now doing? (Check one or more)

1. ___ Working for pay, full-time
2. ___ Working for pay, part-time
3. ___ In school, full-time
4. ___ In school, part-time
5. ___ Housewife
6. ___ In business for self
7. ___ In armed forces
8. ___ Not working but looking for a job
9. ___ Not working and not looking for a job
10. ___ Other_____

Please describe three jobs you have held since leaving school. List the latest one held first:

Firm _____ Months Employed _____

Kind or type of business_____

Title/major duties _____

_____

Firm _____ Months Employed _____

Kind or type of business _____

Title/major duties _____

_____

Firm _____ Months Employed _____

Kind or type of business_____

Title/major duties_____

Describe what additional education you have had since leaving school? Indicate (A) Name of Institution; (B) Length of Enrollment; (C) Courses; Major or Training:

_____ Junior College: (A)_____ (B) Years ____ Months ____

(C) _____

_____ College or University: (A) _____ (B) Years ____ Months ____

(C) _____

_____ Trade or Business School: (A)_____ (B) Years ____ Months ____

(C) _____

_____ Apprenticeship: (A)_____ (B) Years ____ Months ____

(C) _____

_____ Extension: (A) _____ (B) Years ____ Months ____

(C) _____

_____ Other: _____

_____

How do you feel about your present job? Check one:

_____ Satisfied - do not expect to change jobs
_____ Satisfied but expect to change jobs
_____ Not satisfied but do not expect to change jobs
_____ Not satisfied and expect to change jobs
_____ No definite feeling

Has the Cooperative (Distributive or Office) Education Program helped you in securing and holding a job? If so, how?

List any suggestions for improving any phase of the Cooperative (Distributive or Office) Education Program. You may use additional sheet, if necessary.

APPENDIX B

California State Plan for Vocational Education

Part I, Section 9.0

"Cooperative Vocational Education Programs"

9.0 Cooperative Vocational Education Programs. In addition to the provisions in 1.0 and 2.0 of this State Plan, the following special provisions apply to cooperative vocational education programs supported with Federal funds under Part G of the Act.

9.1 Procedures for Approval of Cooperative Vocational Education Programs. Cooperative vocational education programs provide vocational education through the combination of on-the-job training and concurrent, related vocational instruction organized and coordinated by the school. In addition to the requirements that follow, cooperative vocational education programs must comply with the general requirements for work experience education as outlined in the California Education Code, Division 7, Chapter 6, Article 5.5, Sections 5985 through 5992, and the California Administrative Code, Title 5, Sections 115.20 through 115.26.

9.11 Submittal of Applications. Local educational agencies will be invited to submit applications for funds at such times as may be designated by the State Board staff. Applications will include data concerning cooperative vocational education as follows:

(1) Description of the vocational education to be provided

(2) Organizational structure for program operation

(3) Duration of program

(4) Estimated enrollment and provisions for granting credit

(5) Fiscal data

(6) Students to be served

(7) Qualifications of staff

(8) Provisions for:

(a) Cooperation with employment agencies, labor groups, employers and community agencies

(b) Reimbursement of added costs to employers

(c) Reimbursement of additional costs to students

(d) Ancillary services and activities

(e) Services to areas of high youth unemployment and school dropouts

(f) Services to students enrolled in nonprofit private schools.

9.12 Review of Applications. Applications from local educational agencies will be reviewed by State Board staff. School districts will be provided consultation services for the purpose of complying with the provisions and priorities in the Act. State Board staff review criteria will include:

(1) Priority to programs serving areas that have high rates of school dropouts and youth unemployment.

(2) Extent to which the project will reduce unemployment.

(3) Plans for achieving cooperation between the educational agency and potential public or independent employers.

(4) Relevance to annual and long-range plans.

(5) Provision for ancillary services which will facilitate success of the program.

(6) Evidence that the program combines gainful employment in a recognized occupation and related or supplementary classes in school adequately supervised, coordinated, and evaluated by the employer and the educational agency.

(7) Adequacy and competency of staff.

(8) Reasonableness of program cost.

9.13 Action on Applications. Cooperative vocational education programs will be reviewed, evaluated, and approved or disapproved in writing by the State Board staff in conformity with federal, state, and local law, State Board, and U. S. Office of Education regulations.

9.2 Requirements of Cooperative Vocational Education Programs. Cooperative vocational education is a cooperative program of vocational education which combines relevant work experience with related instruction which enables students to acquire the knowledge, skills, and attitudes necessary to enter and/or progress in a chosen occupation. The definition and applicable program standards for cooperative vocational education are as follows:

9.2-1 Definition. "Cooperative vocational education program" means a cooperative program of vocational education for persons who, through a cooperative arrangement between the school and employers, receive instruction, including required academic courses and related vocational instruction by the alternation of study in school with a job in

any occupational field, but these two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and to his employability. Work periods and school attendance may be on alternate half days, full days, weeks, or other periods of time in fulfilling the cooperative vocational education program.

9.2-2 Program Standards.

(a) The program must be operated by a coordinator, or teacher-coordinator who shall hold a valid credential authorizing the holder to teach a vocational education subject. (See Section 1.32 of this State Plan.)

(b) Teachers of related vocational subjects shall hold a valid credential authorizing the teaching of the vocational education subject.

(c) A student teacher-coordinator ratio shall be maintained to ensure quality of student instruction and provide adequate coordination of employment experiences.

(d) Coordinators or teacher-coordinators shall (in cooperation with the student, employer, and related vocational instruction teachers) prepare a plan of training.

(e) Coordinator and/or teacher-coordinator shall make periodic coordination contacts at the students' training stations to determine the adequacy and quality of training and to ensure the provisions of the plan of training.

(f) Coordinators and/or teacher-coordinators shall prepare, in cooperation with the student, employer, and parent, or guardian when appropriate, a training agreement outlining the responsibilities of each party to ensure the quality of students' instruction.

(g) The program shall be organized in such a manner that it will ensure each student a sufficient number of hours of training to accomplish the objectives of the plan of training.

(h) The district shall provide sufficient coordination time to ensure adequate program planning.

(i) The district shall make provision for a program of professional growth and development to ensure that cooperative vocational education personnel develop and maintain necessary skills and knowledge.

9.21 Purpose. Cooperative vocational education programs will be administered by local educational agencies with the participation of public and private employers providing on-job training that may not otherwise be available to persons who can benefit from such programs.

9.22 On-the-job Training Standards. All approved programs will provide on-job training that (1) is related to existing career opportunities, (2) does not displace other workers, and (3) employs student-learners in conformity with all applicable state and federal laws and regulations.

9.23 Identification of jobs. Programs will be approved only if information is provided in the application which indicates cooperation in identifying suitable jobs between the local educational agency and employment agencies, labor groups, employers, and other community agencies.

9.24 Additional Costs to Employers. Applications from local educational agencies shall set forth provisions to comply with the following:

9.24-1 Policies.

(a) Payment may be made to employers only for costs, which if not reimbursed, would preclude the employment of student-learners.

(b) Priority is to be given to employers of disadvantaged and handicapped students where it is clearly indicated that without such reimbursement, said students would not be able to participate.

(c) Costs of employment must be those expenses directly incurred as a result of employing the student-learner and clearly indicated as above regular employer-related costs.

(d) All costs shall be stipulated in the training agreement prior to employment.

9.24-2 Procedures. Applications from local educational agencies shall include specific statements which comply with the policies in 9.24-1 and eligible cost categories in 9.24-3 of this State Plan.

9.24-3 Eligible Cost Categories.

(a) Direct student-learner payroll-related costs.

(b) Direct cost of additional supervision.

(c) Direct cost of instructional aids and materials.

9.25 Costs to Students. Applications from local educational agencies shall set forth provisions to comply with the following:

9.25-1 Policies.

(a) Payment may be made only for costs which are unusual or in excess of those reasonably required by students in the occupation performed.

(b) Payment may be made only for costs which do not have the effect of underwriting personal obligations and expenses which students in similar circumstances are reasonably expected to assume.

(c) Payment of eligible excess costs may be made either to the student or vendor.

9.25-2 Procedures. Applications from local educational agencies shall include specific statements which comply with the policies in 9.25-1 and eligible cost categories in 9.25-3 of this State Plan.

9.25-3 Eligible Cost Categories.

(a) Transportation of students.

(b) Uniforms, supplies, equipment, and tools used exclusively for training.

9.26 Participation of Students in Nonprofit Private Schools. All applications from local educational agencies must contain assurance that provision will be made to serve students in nonprofit private schools. Such compliance will assure that cooperative vocational education programs will be available to nonprofit private schools to the extent consistent with the number of students enrolled in nonprofit private schools in the geographic area served by the program and the vocational education needs of such students. A determination of these needs will be made by the local educational agency through consultation with persons representing the nonprofit private school(s) to be served. The following arrangements for provision of services are eligible:

(1) Dual enrollment, mobile equipment, and educational radio or TV. These services may include related professional and nonprofessional services.

(2) Public school personnel may be made available only to the extent necessary to provide cooperative vocational education services required by the students for whose needs such services were designed, and only when such services are not normally provided at the private school.

(3) Personnel of private schools may be utilized for services performed outside of their regular hours of duty and only under direction and control of the local educational agency.

9.26-1 Policies:

(a) Administrative direction and control shall be maintained by the local educational agency.

(b) Programs carried out in a public school involving private school students shall not separate enrollments by school enrollment or religious affiliation.

(c) Applications will indicate the number of students from nonprofit private schools to be served and the exact nature of the services provided to these students.

9.27 Noncomingling of Funds. Local educational agencies must, through their accounting procedures, assure that funds from federal sources will not be comingled with state and local funds.

9.28 Evaluation and Follow-up Procedures. In addition to other provisions of this State Plan for evaluation of vocational education programs, the local educational agency shall make specific provision for continuous quantifiable evaluation and follow-up of students enrolled in cooperative vocational education programs.

9.3 Ancillary Services and Activities.

9.31 State Supervision. State Board staff shall provide supervision and evaluation services consistent with the provisions of 1.14, 1.3, and 1.5 of this State Plan.

9.32 Pre-service and In-service Training. State Board staff shall provide for both pre-service and in-service training programs to ensure quality of cooperative vocational education programs.

9.33 Instructional Materials and Other Ancillary Activities. Provision shall be made by local educational agencies for adequate instructional materials and such other ancillary activities as are necessary to carry out cooperative education programs effectively.